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## THE ACQUISITION OF SKILL

James L. Mursell, Ph.D.

Author of "Streamline Your Mind"

**W**ITHIN recent years, remarkable advances have been made in the psychology of learning. A great mass of related research material has been built up, and out of it has come an array of new concepts that possess great practical value for teachers and learners alike. It is the purpose of the following pages to present a few of these conceptions which seem to have special relevance to the efficient acquisition of motor skills.

### A Process of Reorganization

The fundamental, most fruitful, and most illuminating way to think about the job of acquiring skill is this: We are dealing with a process of reorganization. When we watch the beginner at a new skill—reading, handwriting, typewriting, stenography, or what not—we find that he is clumsy.

A pattern of response, to be sure, is present from the first. The beginning typist sits down at the machine, places his hands on the keys, and does his best. But the controls are wrong. He looks at the wrong things. He has no muscular sense of orientation to the mechanism. And so, all his reactions are awkward and full of effort. He may try very hard, but he cannot do well.

His task, as a learner, is to reorganize this vague, unreliable pattern of perception and response. And the job of expert teaching is to help him to do so.

This statement may seem obvious, yet it carries us surprisingly far. And it is not

the ordinary way of thinking about the process of learning. Our learner's business is by no means that of forming a number of separate definite habits which, when added together, make up the sum total of typewriting or stenographic skill. Indeed, if we direct him with this idea in mind, we shall probably delay his progress. Rather, we must help him to achieve a sequence of growth not unlike the growth of a young child.

At first the child—and the learner—is capable only of gross, undifferentiated responses. He does not progress by acquiring first the use of his legs, then of his arms, then of each separate finger, and so on. Each new response is part of a developing whole; and, as it comes in, it affects every other response of which he is capable. The final stage of expertness is reached when he is able to give attention to just those factors in the situation that he needs to control and guide him, and to no others, and to respond with no lost motion or wasteful strain.

Our practical question, then, is this: How may this process of reorganization or growing in a total skill be most efficiently brought about? The expert direction of the process is, in itself, a fine art. It is an art in which we shall never be perfect, and yet it is most fascinating and it well repays our efforts, for we know beyond cavil that efficient direction can enormously shorten and accelerate the business of learning. And so, it becomes well worth while for both teachers and

learners continually to maintain an experimental and inquiring attitude of mind and to be always on the lookout for refinements and improvements of procedure.

We know that, as any skill advances, its entire character changes. The expert does not do better what the novice does poorly. The expert stenographer or typist reacts quite differently from the beginner. This, indeed, is the secret of his skill. Let us try to make the point more specific.

The beginning typist is compelled to think about, look or feel for, and react to the separate letters. After a while he reorganizes himself to a point where he reacts in terms of whole words and groups of letters. *The* ceases to be *t* followed by *h* followed by *e*. Indeed, he well nigh ceases to be conscious of the separate letters, and reacts in terms of a single unit, a single pulse of rhythm and impulse.

In a word, his skill has become transformed. And as he becomes better and better these pulses of rhythm become longer and longer, and more and more smoothly knit together, until he is able to react with a continuous flow of well-placed impulses.

### How to Achieve Larger Rhythmic Units

Now, one of the great secrets of rapid advance in learning is to hasten the organization of larger and larger rhythmic units and to build them together into a continuous flow. How shall we bring it about? Shall we have the learner practice and practice on the smaller units—the letters, for instance—until he has them perfectly, and only then let him go on to words? This does not seem to be the proper procedure.

In general, we should push for the establishment of the larger units of control and response just as rapidly as we possibly can. When we say the typist has acquired mastery of the keyboard, what we mean is not at all that he has learned the names of some four dozen levers, each separately from the rest. What we mean is that he has learned it as an arena for rhythmic action and significant organized response. The flow of good-sized rhythmic units is the aim and end of all our effort, and the more directly we move

toward it, the more rapid will be our reward.

In bringing about this transformation, which is the very heart of learning, we should always remember that the quality of practice is far more important than its quantity. Indeed, we have excellent scientific grounds for asserting that the mere amount of repetition, in and of itself, is not a cause of learning at all.

### Quality Far More Important Than Quantity

It used to be thought that any skill was acquired by wearing smooth certain connections in the nervous system. We now believe that this is not true. So much, indeed, should be obvious from what has already been said. For, if learning is indeed a process of transformation and reorganization, then old ways of perceiving and responding must be left behind and new and more efficient ways substituted. Learning a skill is a matter of getting out of ruts, not of digging ruts deeper and deeper.

Again, let us try to reduce this idea to specific practicality. What do we really mean by the *quality* of practice? Chiefly this, that every scrap of practice should be directed toward some specific end intelligently set up by the teacher and intelligently grasped by the learner. "Repeat this or that response twenty-five times" or "Repeat it again and again for half an hour" is almost sure to be bad advice and inefficient direction. To say "Try to get the feel of a rhythmic unit of effort" or "Try to use your eyes in such and such a way" or "Try for an easy and accurate flow of effort" is a very different matter, and more productive of efficient results.

This implies that every bit of practice should be in the nature of an experimental undertaking. The learner is not grinding something into his nervous system. He is getting the "feel" of the job in a new way. He is finding out how the thing works and how he himself works. And the degree of his self-discovery is precisely the degree of his skill.

What has just been said gives us our clue in answering such practical questions as: How long should one practice without any



James Mursell was educated in Scotland, England, and South Australia; his Ph.D. is from Harvard. Among his works is "Streamline Your Mind." (See July, 1936, Reader's Digest.) He is Associate Professor of Education, Teachers College, Columbia University; at present, he is occupied in research in the psychology of music and of other arts.

recess? Should one practice slowly or rapidly? What should one do about mistakes? All these questions are intimately and intricately interrelated. Let us consider them in order.

How long should one practice without recess? A great deal of experimentation has been devoted to a study of this problem, but the results are disappointingly inconclusive. For this we can see a definite reason.

We cannot answer the question in terms of the clock. Practice will go on helping a learner just as long as he maintains the experimental attitude, just as long as he thinks and considers and analyzes what he is doing, just as long as his whole personality—his mind as well as his body—is keyed to what he is trying to do. And it will not help one moment longer.

Who can possibly say just how long that time will be? In a great many cases, it will be quite brief; and so, in giving general advice to learners, or in dealing with them in groups, it is usually wise to set up short practice periods.

### Learning Continues After Practice

But let us not delude ourselves, or concentrate on what is after all external and secondary. The primary, the essential factors are internal. Just as long as the learner is holding to the proper attitude, his practice is doing him good. But the moment its quality degenerates into a routine, its value is gone, and he should rest.

One further comment of great importance must be made before we pass on to our next question. The values of properly directed practice are not all reaped during the prac-

tice time itself. That is to say, learning can and should take place during the intervals. The reason is that learning is by no manner of means an entirely external affair. It depends essentially upon inner reorganization.

If we set up practice merely as repetitive routine, we gain a minimum result in any case and probably nothing much happens afterwards. But, if we make it thoughtful, self-critical, self-observant experimentation, something is set going in the personality that does not stop when practice ends. Here is an impressive argument for well-spaced practice.

Now for our next question. Should one practice slowly or rapidly? Again, no simple and direct answer is possible. The real answer is: *One should always practice thoughtfully and intelligently.* It has been found that to push for speed in the early stages of learning may be so destructive that the desired skill is never gained at all. But the enemy is not the speed itself. It is the confusion of mind and deflection of aim that the effort for speed brings with it. On the other hand, no one could advocate only slow practice. As the skill advances, the learner needs to get the feel of it under pressure. This is demanded in the interest of effective reorganization.

Our practical advice then comes to this: Slowness and speed not for their own sake, but for the sake of generating those increasingly efficient controls on which the entire rhythmic skill depends.

### What About Errors and Accuracy?

What should we do about errors and accuracy? Of course we want to eliminate errors and achieve accuracy. But the question is how to do so. We must remember that errors are symptoms—signs of faulty organization and poorly placed rhythm. The typist who makes many mistakes in his copy has a poorly established rhythmic flow. The stenographer who commits blunder after blunder is not picking up the auditory cues in a compact, orderly, controlled manner.

It is always these underlying factors that we must seek to correct. Perhaps direct work under what are called, in the psychological laboratory, "accuracy instructions" may do

the trick: work, that is, where the learner is specially instructed to endeavor to be accurate above everything, and where, to reinforce the instructions, we may require him to begin all over again whenever an error appears. But such direct attacks are not always best. In general, if the process of reorganization is going as it should, accuracy will take care of itself in time.

Moreover, there is a strong tendency for speed and accuracy to go together in all motor skills that have been experimentally investigated. This happens, however, only when the whole learning process is intelligently directed. If one pushes for speed beyond one's control, accuracy will surely suffer. On the other hand, if one thinks of nothing but perfect accuracy as an end in itself, one's very anxiety becomes an obstacle. Speed and accuracy both flow from the same source—properly placed internal control and an organized flow of rhythmic effort. It is this that we must strive to establish.

One often hears it said that skill depends upon relaxation, but this is only half true. In one sense, it is clearly nonsensical. A person who is completely relaxed throughout his whole body can simply do nothing at all. He cannot even stand up or sit in a chair, much less run a typewriter. Yet, on the other hand, no one can doubt that the expert works with a palpable ease and lack of effort entirely beyond the ability of the plodding novice.

We can call this effortless ease "relaxation" if we wish; but let us not delude ourselves about its real nature. The term is somewhat misleading. For what we are truly dealing with is not so much relaxation as *well-placed rhythmic effort*. The well-placed, perfectly organized skill may call for very considerable muscular energy, but all the energy goes in the right direction; none is dissipated in wrongly directed movement. There is no forcing, no working of one part against another.

Relaxation, then, is something that we learn. Merely to tell a person to relax is like telling him to be skillful. The power to relax must come to him through practice, and it must grow with practice. Indeed, this is one of the most important outcomes to

have in mind in the teaching of any skill.

Practice must aim always at the establishment of an organized pattern of rhythmic performance in which each unit picks up from the one before and flows smoothly into the one following. The more directly and simply we aim at such results, the better the learning process is likely to go. Relaxation, concentration, and control all come to the same thing, and they are all achieved by the progressive reorganization that we call learning.

## Kersey to Succeed Bouelle

• **VIERLING KERSEY**, for the past eight years superintendent of public instruction for the state of California, has been appointed superintendent of the Los Angeles city schools, succeeding Frank A. Bouelle, who has announced that he will retire on February 1, after forty-one years of service in the schools of that city.

Mr. Kersey is a Quaker; he was born in Los Angeles and attended its local schools. He is a graduate of the Los Angeles State Normal School. He obtained his M.A. degree in 1921, from the University of Southern California, and the honorary degrees of LL.D. and Ped.D. have since been conferred upon him by Whittier College and the University of Southern California, respectively.



Mr. Kersey served as a commercial teacher for many years in the Los Angeles schools and for six years was assistant superintendent of schools.

Intensely interested in the improvement of American politics and in the enhancement of opportunities for children, Mr. Kersey has made a close study of social legislation. His achievements as state superintendent have been of superior merit. He is vice president of the National Education Association and president of the National Council of State Superintendents.



# THE STORY OF SHORTHAND

JOHN ROBERT GREGG, S.C.D.

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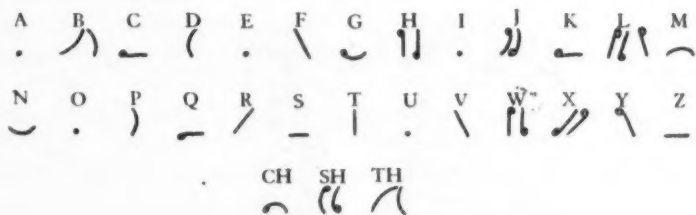
## CHAPTER XVIII

### "THE GRAND MASTER" OF EIGHTEENTH-CENTURY SHORTHAND John Byrom (1720)

(Continued)

#### 8

*The Alphabet.* Byrom's work had a marked influence upon the work of other shorthand authors at the end of the eighteenth and early part of the nineteenth centuries. The basis of the Byrom alphabet was the circle, with its various segments, a style of shorthand that came to be known as "geometric shorthand." This resulted in the development of a shorthand nomenclature including such terms as "quadrant," "circumference," "arc," "radius," "diameter," and "segment."



THE ALPHABET

Byrom was the first to use, not to propose, the phonetic grouping of consonants; the first to use dots exclusively for vowels; the first to use quadrants (quarter circles); the first to discontinue the use of longhand in a shorthand alphabet; the first to discontinue the practice of disjoining a consonant stroke and placing it in a certain position in relation to the preceding consonant to indicate medial vowels.

*The Consonants.* One distinguishing characteristic of Byrom's alphabet was the extensive use of the circle, or "twirl," as he termed it, as a means of distinction between consonants instead of the joined tick used by previous authors. This was done to obtain easy joinings and to promote lineality. Fifteen of his allocations of characters are original; the others had been used by previous authors. There were seven sounds represented by duplicate characters and one by triplicate characters.

In explaining the arrangement of the consonants, Byrom said:

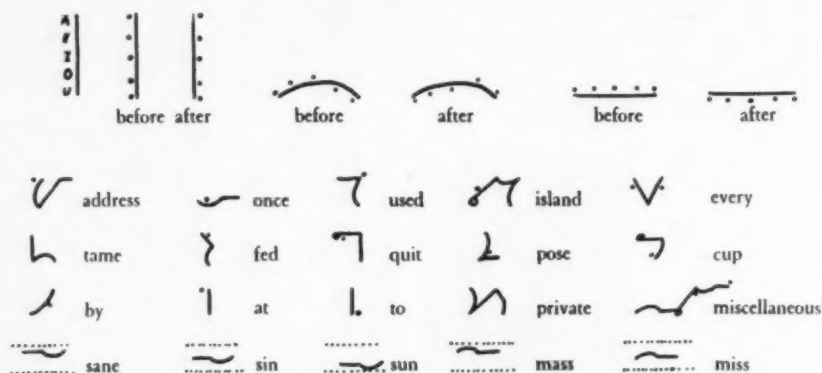
"The Consonants, according to our usual Reckoning, are these: *b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z.* According to Nature, and the most orderly situation to view them in, they may be thus exhibited:

1	2	3	4	
p,	b,	f,	v,	
s,	z,	sh,	zh,	m, n, l, r, h,
t,	d,	th,	dh,	
k,	g,	ch,	j,	

"In this view the Relation, or Affinity of the letters to one another, becomes more observable."

He supplemented this with a scientific explanation of the relationship of the various sounds of the consonants.

*The Vowels.* All vowels, initial, final, or medial, were expressed by dots—in theory at least. For the letter *y* when used initially, the alphabetic character was employed. Usually the vowels were omitted, but in a word having only one consonant the vowel was supposed to be expressed. The horizontal characters could be written at the top, middle, or bottom of the writing space between the lines to indicate a corresponding vowel.



#### THE VOWELS

One of the most obvious defects of Byrom's system is the manner in which the vowels are expressed, when they are expressed, by dots in five positions, alongside the consonants. According to Byrom:

In separate letters there is no difficulty, there being five distinguishable places for any given vowel or point, either preceding, or following the consonant; reckoning therefore the vowels, *a*, *e*, *i*, *o*, *u*, according to the established number and sequence, *a* is to be placed at the beginning of the consonant, *e* at the end of the first quarter, *i* at the end of the second quarter, that is, the middle, *o* at the end of the third quarter, and *u* at the end of the consonant itself.

In the perpendicular and inclined letters, the vowels, which precede, are placed upon the left hand; those, which follow, upon the right, because we write from left to right. [See illustration on next page.]

Then follows a similar explanation with regard to the method of placing the dots for the various vowels alongside the horizontal strokes and the curves. It will be evident that, even with isolated strokes, it would hardly be possible

for even an expert writer to place the dots in five different places with any degree of precision when writing at even a moderate rate of speed; and that between consonants only a vague indication of the vowel intended could be given.

at	et	it	ot	ut
·	·	·	·	·
ta	te	ti	to	tu

The prestige of Dr. John Byrom as a scholar and a man of independent means, with influential friends and pupils among the aristocracy, undoubtedly gave great authority to his views on shorthand construction. His advocacy of the omission of vowels in actual work had profound influence on authors of later systems until this plan reached its climax in the system of Samuel Taylor, in which a dot was used to express *any* vowel without any attempt to indicate what vowel was intended. Later there came a reaction against this method, and the importance of a more adequate expression of the vowels was recognized, even by the leading publishers of Taylor's system after his death.

Anyone who reads the introduction to Dr. Byrom's system will detect the uneasiness of its author about his advocacy of the omission of vowels. After stating that *strf* would readily suggest the word *strife*,\* he said: "This is answer enough to the objection, which may be raised, about the difficulty of knowing words by their consonants only, which it is easy to do in familiar ones, and even diverting to hunt after in the more hard and unusual."

In those more leisurely days it may have seemed "diverting" to indulge in such a "hunt," but the modern writer would not be likely to find it so—nor would his employer.

Dr. Byrom proceeds: "The learner, therefore, is not to mind any such childish bug-bears, but to exercise himself in his own mother-tongue and acquire that kind of Sagacity which discovers a great deal from a little given, when that little is given judiciously." From this it would appear that Dr. Byrom was the original exponent of a theory that was frequently advanced in more recent times, that the more difficult the reading of shorthand is rendered by the omission of vowels, the greater the mental ability or "sagacity" thereby acquired!

Still later, Dr. Byrom returns to the subject with this labored defense of the exclusion of the vowels: "And though the Omission of the Vowels in the middle of words may, for a while, at the first, make it difficult for a learner to read, even his own writing, without hesitation, yet that difficulty will certainly vanish in proportion as the shorthand marks become familiar to him, as it arises not so much from the omission as from the strange and unusual appear-

\* A critic might argue that *strf* was chosen as an illustration after careful consideration, and that if he had substituted *p* for *f* the form might be *strip*, *stripe*, *strap*, *strop*; if he had used *tm*, it would represent *team*, *time*, *tome*, *tomb*, *Tom*, *atom*, *item*; if *dm*, *deem*, *dime*, *dome*, *doom*, *demi*, *Adam*, *odium*—and a profane interpretation might also be made, perhaps excusably.

ances which the characters make to his eye, and which for that reason do not suggest to him the consonants for which they stand, so immediately, but that the attention of the mind is necessarily taken up in recollecting them one by one; whereas did they appear so familiar and well known to him, as all to be apprehended in one view, he would soon discover the word though all the middle vowels were left out." That long sentence does not require comment.





















Dr. Byrom's observations about writing by sound, or otherwise, are interesting:

Our common Alphabet, even with respect to Longhand, is very defective; and our customary application of it, or spelling, monstrously absurd; but upon that I shall not here dilate, it being sufficient to observe that, in writing Shorthand, we are under no obligation to follow custom, where we can leave it with advantage; nor to desert it, where any advantage may be got by following it. We are at liberty to make use of all helps which nature affords against custom; or which custom, or second nature as it is called, furnishes against the first; or even to disregard both, if we can secure our point, without minding either.

He gives as examples of the method of disregarding the ordinary spelling in writing shorthand these words: *bo* for *beau*, *tho* for *though*, *nebr* for *neighbor*. But when it comes to the vowels, he explains:

Custom has limited the number of vowels in our common alphabet to five, whereas in nature there are more; and in fact, two of these five are not simple vowels, but diphthongs, or compositions of two simple ones each; but as this customary number happens to be more commodious for our purpose than the natural, we are at liberty to keep to it for that reason.

*Outlines.* John Byrom was a poet, with esthetic tastes, and in the construction of his system of shorthand the love of beauty was his controlling passion.

 value	 believe	 foreign	 answer	 method
 nature	 physis	 quarter	 restless	 scatter
 address	 debt	 daughter	 lustre	 happy
 careless	 paper	 zephyr	 body	 never

#### OUTLINE CONSTRUCTION

No previous author had given beauty of form any particular attention, nor, indeed, have many authors at any time given it much thought. The union of beauty and utility in a shorthand system appeared highly absurd to the practical writers of that time—the Gurneys and Blanchards who were doing reporting work with their "rough and ready" styles of writing. By his efforts to attain regularity and uniformity in writing, John Byrom succeeded in directing attention to the importance of a lineal flow of the writing, and he was the first

author to give this factor in shorthand writing the attention it deserved. Just a few sentences from Byrom's presentation of the principles of his system will indicate how much emphasis he placed on uniformity and beauty in writing.

The connection between the beauty of characters and their brevity does not, perhaps, so immediately appear to a learner; nay even the teachers do not seem to have been aware of its necessity. They are apt to say with the unexperienced, what signifies it how ugly they are, if they be but short? whereas no marks, that join together so as to make an ugly distorted appearance to the eye, can ever be made so quickly by the pen, as those which fall in more neatly, and of consequence, more easily and speedily with each other.

He preferred the horizontal line above all others "in a shorthand formed for lineal beauty." It was an obsession with Byrom to avoid any shorthand form that would not keep to the line of writing—even a single stroke below the line of writing was obnoxious to him, and two strokes below the line would not be tolerated. To achieve his purpose of keeping the writing to the line, he resorted to many curious expedients: a character could be reduced in size to almost microscopic proportions, a downward character could be struck upward instead of downward, including even the vertical stroke for *t*. The result was a very harmonious and beautiful page of writing in the geometric style, but sometimes the forms were angular, lengthy, and difficult of execution.

(	and	\	of	⌒	again	)	upon	/	or
⌒	an	⌒	in	⌒	under	⌒	as	⌒	is
⌒	us	⌒	amongst	ll	will	cc	shall	jd	have

#### ABBREVIATIONS

John Byrom had some glimmering, at least, of the fact that letters that were in accordance with the slope of ordinary writing were more facile than other characters, for in explaining his two signs for *th* he remarked: "The other *th* [a back-slope curve], being, by reason of our customary method of leaning the letters the contrary way in common writing, not so readily made, *t* may be put for *th*," etc.

Charles Currier Beale made these comments on Byrom: "Good critics have objected to the evident excessive straining after 'lineality' which characterizes Dr. Byrom's method, but no one can deny, upon a comparison of his system with preceding methods, that he was the first to produce a 'rational' system of the modern type; and from him, undoubtedly, the later, and perhaps more successful systems of Taylor, Mavor, and Harding derived many of their best features; and upon his system, indirectly at least, was founded the system of Isaac Pitman and its almost countless offshoots and modifications. . . . The system and its author made a deep and lasting impression upon the shorthand world, and deserve a permanent place in the stenographic Hall of Fame."

[To be continued]



# BEHIND *the* SCENES *with* BUSINESS

Robert Newcomb

*The whole world loves an auction, but what does it know about the customs and procedures of auctioneering? Once more, Mr. Newcomb takes us behind the scenes*

THE auction sale of a few decades ago had all the earmarks of a circus. Free lunch, free beverages, free cigars, and free entertainment constituted the bait. But the fishing was always pretty good.

The only carryover from the lush days, when auctioneering and *caveat emptor* meant one and the same thing, is the harsh-voiced man in a derby hat who tries to sell a watch without works to the highest bidder. With his kind, the successful auctioneer of our day will have no traffic.

There are two kinds of auctioneers: the one who concerns himself with real estate, and the one who concentrates upon merchandise. It is in the first division that the truly successful auctioneer usually finds himself; merchandise auctioneering, which means the disposal at sale of personal property, still suffers some of the indignities heaped upon it by the practitioners of an earlier day.

Real-estate auctioneering, as we regard it today, involves the sale of real estate to persons who manifest, not the interest of the casual passerby, but the interest of a prospective purchaser familiar with the property and its desirability. That brings in advertising and exploitation; it brings in the absolute necessity, on the part of the auctioneer, for a knowledge of real estate—he must be, in fact, far more a real-estate man than an auctioneer. Before he undertakes to sell a piece of property, he must be fully aware of its value, of the persons most apt to be interested in buying it, of the proper way to gain their attention and rivet it securely.

Let us take a concrete example. A wealthy man has died, leaving the bulk of his estate in realty. The heirs find themselves burdened with parcels of land on which the taxes begin to dissipate the principal rapidly. The need for cash is urgent.

A real-estate auctioneer is summoned. He appraises the property in collaboration with experts of his staff. A program is laid out. All known potential buyers of the property are interviewed personally. A carefully executed promotional plan is put into effect, through direct-mail literature. Newspaper advertising describes the property and enumerates the advantages of purchase.

The sale of the property may be conducted in private, before a limited group, or at public auction. In either case, so much study has been given to the property that the persons who attend it are not mere spectators, but potential buyers. The parcel, under these conditions, is nearly always sold at a figure highly satisfactory to the owner, and under dignified circumstances. Thus, the heirs are sometimes able to see a sale effected in as short a time as thirty days, with no inconvenience to themselves.

Auctioneering of this character knows no cheapness. Greatest of the country's real estate auctioneers is Joseph P. Day, of New York City, who has elevated the tone of auctioneering immeasurably from those early times. Mr. Day, who owns the building in which his corps of more than two hundred people attend to his enterprises, is essentially a real-estate man; auctioning is a subordinate interest. Yet in his time he has handled auctions for properties owned by the Astors, the Goulds, Russell Sage, A. D. Juilliard, James Gordon Bennett, F. W. Woolworth, Alfred G. Vanderbilt, and many leading banks and trust companies.

The real-estate auctioneering profession is sparsely represented throughout the country; the principal members of the craft are located in New York City. One, Henry Brady, is official auctioneer for the sheriff's office of New York County and has held the post for

twenty-five years. Real-estate auctioneers today, bound together by a salty contempt for the doubtful practices of a few years ago, are highly regarded in their communities.

It should not be inferred that dignity has not come to merchandise auctioneering, also. It is true that the lower stratum of this type of selling is represented by the gimlet-eyed man with a raucous voice and a noisy gavel, but this is a world far removed from that of the merchandise auctioneer who performs a good service in a quiet way. Probably the best representative of the dignified merchandise auctioneering house is J. P. Silo and Co., an old New York establishment that, for many years, has been a clearing house for merchandise of a high quality. Founded many years ago by Mr. Silo, the business passed at his death to his wife, who now conducts it.

The merchandise auctioned by the Silo Company is furniture and household equipment; it is brought into the Silo showrooms at Vanderbilt Avenue and 45th Street, tagged by number, and a description printed in a booklet handed to each visitor. The showrooms are open to the public, and on the day of the auction, interested persons drop in to bid. The Silo Company handles nothing but the finest type of merchandise, and the house is known and respected in auctioneering circles throughout the country.

### On-the-Spot Recording

Merchandise auctioneers record transactions informally on the sales floor. The recorder uses a five-column sheet on which he notes the name and address of the buyer, the price, a fairly complete description of the article purchased and its number, and whether the merchandise sold at its listed price or whether it was "knocked down." It is a standard form, used for many recording purposes.

Nearly all auction transactions are for cash. A deposit normally is placed upon the commodity at the completion of the sale, the balance being due on delivery. In rare instances, auctioneers extend credit, but only when the buyer is well known to the auctioneer, or when his credit rating is so high that there can be no question about collecting.

An accepted bid at an auction is binding upon both parties, although it is verbal; it is

by no means uncommon, however, for a bidder, weighing his purchase in the still of the night, to decide that he doesn't want the merchandise. The auctioneer has legal grounds for action and, if the amount involved is large enough, will attempt to collect it. But a "renege" of the character described above usually involves a small purchase, and in such cases the auctioneer considers it cheaper and less troublesome to wipe out the transaction and to put up the merchandise for sale again later on.

It might be supposed that auctioneers always investigate the titles of merchandise before putting it up for sale. Smaller houses are concerned with titles, but one of the largest in the business, which auctions all types of merchandise, asks no more than a written release to permit the sale. Any misrepresentation on the part of the client is, after all, a criminal act on the client's part to which the auctioneer could not be considered a party unless connivance between client and auctioneer were clearly shown.

### Grab-Bag Auctions

The laws governing the disposal of confiscated or unclaimed property vary according to states, but the attitude of the law is clear that the owner shall have ample notice of the disposal. It is generally provided that the merchandise shall be sold at public auction and that, before the sale is held, the goods shall have been held for a "reasonable length of time."

What is reasonable and what isn't is dictated by the merchandise itself. When the charges become equal to the appraised market value of the merchandise, a sale is in order. Some merchandise could be disposed of in a matter of a few months, while with more valuable property, the creditor might find it perfectly safe to wait for five years.

Police departments, warehouses, hotels and post office departments hold frequent auctions; lost or unclaimed property may be sold with reasonable notice of public sale; in cases where the owner's name is known, the auctioneer must notify the owner by registered letter thirty days in advance of the sale, and also give public notice in a daily newspaper once a week for two weeks.

Police departments, in disposing of unclaimed bags, suitcases and so on, usually auction them unopened. It gives the auction the touch and feel of a gambling enterprise, and some of the results are highly amusing. Recently in New York, at a police auction, the bidding for a large valise was spirited. One florid-faced man finally set a figure no other bidder felt he could exceed, and the valise was passed along to the new owner. When he opened it, he found that it contained 117 mousetraps.

A type of merchandise auctioneering that has spread to many points outside of New York is the so-called private sale. An auctioneer, engaged by a client to dispose of goods on commission (usually 25 per cent), appraises the merchandise, numbers each item, and places a price upon the tag. This figure is the absolute minimum.

The auctioneer then circularizes a group of prospective buyers whose names are part of his stock in trade, and invites them to call at their convenience. Since it is understood that the price on each tag is the lowest price, there can be no distressing haggling. Whatever merchandise remains at the end of the sale is moved to the auctioneer's showrooms and auctioned off there. But merchandise auctioneers, committed through experience to the private sale, maintain that this type of auction nearly always produces the desired results and that a public auction later is rarely necessary.

The private sale, originated to spare the feelings of owners who often had a sentimental attachment for the goods to be sold, turned out to be a profitable variation for the auctioneers themselves.

Art galleries long since stimulated interest in their works of art by staging auctions. Two New York City art galleries, the American and the Plaza, frequently hold auctions to which the art-loving public is welcomed.

The merchandise auctioneers far outnumber the real-estate auctioneers, but the first classification must include, in fairness to the term, the lower group of merchants whose wares one often sees being peddled in store windows. The better class of merchandise auctioneers have fought bitterly to disassociate themselves from the other class and have

been highly successful. The Auctioneers Association, whose membership includes the better merchandise auctioneers, is a kind of chamber of commerce that seeks constantly to stamp out the undesirable type. It is a national organization.

Opportunities for students of business education in the auctioneering field are not too numerous, but they are golden. The clerical staff in an auctioneer's office cannot function without learning a great deal about the business itself. Thus, the people chosen for managerial work frequently come directly from the clerical force.

In merchandise auctioneering, women are often more in demand than men, particularly where a knowledge of interior decoration is helpful. Merchandise auctioneers feel, too, that a woman's approach to a prospective purchaser is inclined to be less formal and therefore less commercial. That attitude helps.

Auctioneering, thanks to a housecleaning that is still in progress, has moved into the realm of big business. It is concerned with the movement of millions of dollars in realty and merchandise each year. A glimpse behind the scenes shows that it lacks neither the color of the past nor the business efficiency of the present.

• CLINTON A. REED, New York State Supervisor of Commercial Education, has been appointed editor of the E.C.T.A. yearbook for the coming year, to succeed Dr. William R. Odell. Mr. Reed's A.M. degree was granted

by New York State College for Teachers; he has also pursued graduate study at Yale, Columbia, New York, and Boston. He is co-author with V. James Morgan of a popular junior business training text.



Before he became state supervisor of commercial education, Mr. Reed was head of the commercial department at Wilby Commercial High School, Waterbury, Connecticut.

# Letter-Writing Psychology

Albert M. Berry

*Who is better qualified than a writer of prize-winning letters to explain how prize-winning letters are written? Nobody, probably. Mr. Berry's letters entered in the Frailey contest last year won for him two first prizes, one second, and an honorable mention, in competition with other brilliant teacher-writers. Students of Mr. Berry and of Margaret Linnan, also on the faculty of the State College of Washington, almost swept the field two or three times.*

*Mr. Berry's M.A. is from Columbia. He is working toward a doctorate in English at the University of Chicago and teaches business letter writing at the Central YMCA College, of Chicago.*

THE Frailey contest letters offer many opportunities for the use of psychological analysis and technique in arriving at the most effective solutions of letter problems. Basic principles of correctness, conciseness, and concreteness; the use of a fluid style; the so-called "you" attitude; and other primary considerations are all necessary and must be mastered before the student reaches the plateau of excellence and is ready to try for distinction. We cannot emphasize too much the value of a large amount of drill and practice, which lead to the easy application of these principles. Mr. Willis, in his article in these pages,<sup>1</sup> gave a number of helpful suggestions toward such ends.

But how may the student who regularly turns out a *good* business letter press on to the achievement of a *distinctive* letter and perhaps of the contest-winning letter?

Among able writers, the best letter will be written by the person who best understands the motives for human action. Here, the psychologist points the way. He offers what every student is looking for—an actual system of analysis of man's behavior that will give results not usually attained by

hit-or-miss efforts. True, the born writer with a native sense of "you" attitude will frequently arrive at good solutions. Nevertheless, even the prodigy will improve the uniformity of his product, and the less-inspired but well-equipped student will find a way to rise above his plateau, by the use of a more scientific method.

A list of the chief human motives or urges to action, according to the principles of applied psychology, will include comfort, appetite, fear, social approval, love of home and family, gain, health, cleanliness, fair-play-and-honesty, friendship, and pride. If the writer is aware of these motives and their operation in influencing human behavior, and if he consciously tries to appeal to them, his technique will be improved. Mr. Frailey's full-bodied problems are especially good practice ground—as many teacher and student writers have found.

## Frailey Problem Letters Excellent Laboratory Material

The last three motives mentioned form a convenient group for study, inasmuch as they are the qualities probably appealed to most often in the adjustment type of letter. The concepts of fair-play-and-honesty and of friendship are of an ethical or ideal nature, and it might at first be doubted whether they would work in a compelling manner with persons lacking idealism or in situations that tempt people to forsake strict ethics for hard cash. But we have noticed that these two and pride are somewhat alike in that they are all related to the self-respect or personality complex of the individual. Thus, if the man whose action we wish to influence is made to feel that his acting with consideration of fair play or of friendliness is important in preserving his personal standing and respect—that such action is really a point of pride with him—we shall succeed in influencing him.

Now, let us notice brief illustrations of the possible use of these in some of the problems.

<sup>1</sup>A. John Willis, "How I Use the B. E. W. Letter Problems," BUSINESS EDUCATION WORLD, March, 1936, p. 565.

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During this preliminary period of study, pupils are taught to use the classroom library, to take notes from reference books, and to make notations as to where each item of information has been obtained; to take notes from lectures; to use wall maps

<sup>1</sup>Because one semester of commercial geography is required of commercial students, this basic course must be complete. We have many elections for this course by students in other departments; almost all of them also elect the advanced course. Not all of them, however, take it the following semester. We have from seven to nine large classes each semester; sophomores, juniors, and seniors are often included in the same classes.

and atlases efficiently; and to acquire such other skills as will enable them to do effective work in later study. Incidentally, group work develops the ability to work together harmoniously, with full regard for the rights of others.

Further testing and retesting, as well as class and group approval of progress, determine when this preliminary phase of the work is satisfactorily completed.

### Farming in Its Geographic Setting

The first lessons deal with climate, soil, and topography as an introduction to the most important primary industry—farming. Because high school pupils (as a rule) lack knowledge or understanding of the many varieties of climate, soil, and topography, it is necessary that this geographic information be presented before they enter upon the study of an industry that is as markedly influenced by elements of the natural environment as is farming.

In connection with the study of soils and topographic features, many laboratory experiments and demonstrations are performed.

An erosion project constructed by pupils

each semester demonstrates two things: (1) the advisability of planting grass or trees on hillsides to prevent erosion, and (2) the leveling of the topography by natural forces. Quite often, the experiment of pouring water on a hillside built from soil results in the formation of an alluvial fan. Sometimes a delta is formed, with subsequent streams cutting through and carrying sediment still farther out, thus enlarging the delta.

Some of the most interesting experiments undertaken by individuals or groups have demonstrated that water expands as it freezes; that sudden changes in temperature cause glass to break, illustrating the influence of changes of temperature on rocks; that plants cannot do well without certain mineral foods; that soils need drainage; and that rocks containing calcium can be disintegrated by a solution of hydrochloric acid.

Another experiment attempts to show the manner in which quiet and explosive volcanoes erupt, and the resulting topographic changes. Bread sponge "boils over" very effectively, to represent the eruption of Mauna Loa, while a firecracker exploding

### IMMIGRATION PAGEANT

The immigration pageant is a part of the program at the annual International Festival given by the Geography Club. Immigration is studied intensively in the second course in geography.

The central figure represents the United States. Each of the others represents, in authentic costume, a country from which immigrants come to America. From left to right, the countries represented are: Italy, Finland, Rumania, Belgium, Germany, Sweden, Serbia, Hungary, Denmark, Norway, United States, France, Spain, Russia, Japan, Switzerland, Ireland, Austria, Mexico, England, Scotland. The lighting of the candles by the Spirit of America, as a symbol of Americanization, is an impressive feature of the pageant.



in a glass partly filled with ashes and small bits of rock gives a lively representation of the explosive Katmai or Krakatoa.

These experiments are valuable for gaining an understanding of (1) variations in soils and their usefulness to mankind; (2) topographic changes through the ages; and (3) man's ability to change both soil and topography.

### Field Trips

Field trips have aided materially in making obscure points clear. In one of our local parks, an intermittent stream flows from one level of worn-down rock to another, and in many places alluvial fans can be seen. This year someone discovered a delta. In the same park, we have studied the decay and disintegration of rocks<sup>2</sup> by organic, chemical, and mechanical agencies. The pupils especially enjoy discovering lichens and mosses, and noting the weathered condition of the rock beneath.

Such field trips are very effective when the group is small enough to gather around the teacher for explanations and answers to questions. Our trips are preceded by preliminary discussions to prepare the pupils to make observations with care and thought. Thus, the important features of the trip stand out clearly. A class discussion follows each field trip.

### Man's Use of Nature's Bounty

The next unit consists of a study of natural resources, their distribution, availability, and usefulness, followed by the study of extractive industries wherein man makes use of nature's bounty in the mining of minerals, the quarrying of rock, the domestication of animals, and the hunting of wild animals.<sup>3</sup>

This study reveals the interdependence of regions because of inequality in the distribution of natural resources. The discovery that the supply of some important mineral or other resource is diminishing too rapidly or is lacking entirely in some re-

Miss Symonds is head of the geography department of Quincy (Illinois) Senior High School, author of geography texts and work books. In 1930, she published a report of her survey of geography courses in senior high schools. She is now preparing a report on other data concerning the teaching of geography.



gions introduces the subject of conservation. Reports on conservation are presented by pupils and discussed in class.

In our laboratory we have specimens of many rocks and minerals, and models of several animals. These are used as a basis for special study and for individual reports in class.

The principles involved in the localization of manufacturing industries are studied through analysis of local industries. The study of transportation and commerce also begins at home, where we have facilities for rail, truck, airplane, and some water transportation, with considerable commerce in the United States and some commerce with foreign countries. Local advertising of Quincy as the "Center of the Ill-Mo-Ia Trade Area" has helped pupils to understand that geographical position is an important factor in commerce.

In the laboratory, pupils construct relief models of the continents, countries, or regions at the time they are studying topography, or when they are writing term reports on selected countries. A term report is prepared according to an outline designed to emphasize man's relationship to his environment and the interdependence of regions. The preparation of a report for a selected country provides an opportunity to apply principles previously studied.

Each pupil is required to construct a project representative of the home life of the people, or of some outstanding feature or characteristic of the country studied. Sometimes a group of pupils who are studying the same country cooperate in a single worth-while project.

<sup>2</sup>Our laboratory contains many specimens collected on field trips and identified by pupils who enjoy and profit by doing extra-credit work.

<sup>3</sup>Arable land is studied in the lesson on farming.

Ideas that invariably gain new meaning at this stage are that man does not have to accept his environment, but can do something to overcome obstacles; and that man is more progressive in regions where he must work for a living.

Methods similar to those outlined in the preceding paragraphs are employed in the advanced classes. The instructor's talks on important topics follow the lecture type more nearly than those given to beginning classes.

### Debates and Reports Add Interest

Pupils take part in debates concerning the relative importance of certain resources and give reports dealing with the idea of economic capacity of the country chosen for study. A considerable amount of time is spent in preparing the reports, so that they will be as complete and as accurate as they can be with the information available to the students.

Newspapers and magazines are used extensively for gathering information about recent events, and authoritative sources are sought for statistical data. Debates and reports are followed by spirited and thoughtful class discussions.

[EDITOR'S NOTE: Miss Symonds and the teachers associated with her in the teaching of geography in the Quincy, Illinois, Senior High School have developed a year's work in geography of high merit. The work books used are the outgrowth of classroom experience in the Quincy High School and are published in convenient form for class use. Miss Symonds' article emphasizes the value in high school geography: (1) of using reference books, library resources, and current literature to supplement the textbooks; (2) of having well-planned and carefully conducted field lessons; (3) of providing appropriate laboratory exercises; and (4) of giving individuals and groups of pupils opportunity to prepare and present special projects and oral reports.—Douglas C. Ridgley.]

**B.E.W. Essay Contest closes December 1. See October issue, page IV.**

## Economic or Commercial?

*We asked Dr. W. Elmer Ekblaw to tell what, in his opinion, is the difference between economic geography and commercial geography. Here is his answer.*

I fear that our geographers have not distinguished very carefully between "economic geography" and "commercial geography"; but I should be inclined to consider economic geography as the more inclusive, dealing primarily with the geography of commodities and their methods of production, whereas commercial geography would be more concerned with the routes and activities of trade relationships and industries, particularly the exchange of commodities.

Commercial geography would deal more with the distribution of highways, railways, and ocean routes of travel with relation to the centers of production and of marketing. Production, distribution, and consumption, it seems to me, would be the three major considerations of commercial geography.

I know that if I were writing a book on commercial geography I should lay the emphasis on different things and with different degrees from what I should emphasize in economic geography. For high school commercial students, I should think the commercial geography would be the more immediately valuable, though I think a general economic geography would constitute a sound broad basis for the commercial course.

## Welcome, Normal University!

• "Enclosed find check for forty-seven subscriptions to the **BUSINESS EDUCATION WORLD**," writes Miss Alta J. Day, of the faculty of Illinois State Normal University.

Thank you, Miss Day, and a most cordial welcome to your teachers in training. Also, congratulations upon your success in the Frailey contest. The B.E.W. will march side by side with you in preparing your students to be superior teachers.

The B.E.W. roll of teacher-training institutions is growing rapidly.

# SHORTHAND METHODS AND MATERIALS

William R. Odell, Ph.D.

*The third of a series of articles in which Dr. Odell describes the salient points of ten teaching methods and materials*

## Shorthand-Reading Procedures

A WIDE variation in shorthand-reading procedures exists in the various shorthand methods discussed in this series of articles. It is the purpose of this and the next two articles to contrast and analyze these various reading procedures. Material concerning shorthand-reading procedures was not available for the Frick "Analytical Method," for the Munkhoff "Direct-Writing Method," or for the Skene-Walsh-Lomax materials. These, therefore, are not considered in the present article.

The first point that should be made clear is that the important aspect of each procedure is not the procedure itself but rather the purpose that underlies it. The procedure is but a means-to-an end, whereas the purpose is the end itself. Procedures in all cases must be chosen in terms of the particular purpose to be served.

As the result of the writer's analysis of the various methods, four separate and distinct purposes for shorthand reading have emerged. These are as follows:

1. Reading to develop an instant recall of a selected basic vocabulary of shorthand outlines.
2. Reading to learn to write shorthand.
3. Reading to learn shorthand principles.
4. Reading to develop fluent shorthand-reading habits.

Each of these four purposes is discussed below, and the procedures used by the various authors in achieving them are explained.

The first of these purposes, reading to learn the new, is an instant recall of a selected basic

Advent, is a particularly important consequence in all the direct methods. It is course, that, in any method, the activities engaged in do develop, the ability to recall a selected outlines. This is unavoidable by

the very nature of the case. In the direct methods, however, the determination to develop instant recall of a small, selected basic vocabulary is of a different order than in the non-direct methods. In some of the direct methods, this purpose is carried even to a greater length than in others. A discussion of some examples of the reading techniques used for achieving this first purpose should serve to make the matter clearer.

In one of the direct methods, the Odell-Rowe-Stuart, the reading procedures used were developed with instant recall as the primary objective. In another, the Barnhart method, this purpose apparently was considered just as important (judging from the procedures observed by the writer in Mrs. Barnhart's summer demonstration classes), although no discussion concerning it is available in print.

The reading activities of both the Barnhart method and the Odell-Rowe-Stuart method proceed with the teaching of a small, basic vocabulary of outlines to be learned as wholes. The students are expected to develop immediate recall of these outlines without knowledge of the shorthand sound alphabet or knowledge of the fact that most outlines are made up of parts or segments. The student simply is expected to learn that one particular outline represents one word or phrase and that each other outline encountered stands for some other definite word or phrase. This learning of outlines continues until the entire basic vocabulary has been mastered. The learning of the vocabulary, as far as reading recognition is concerned, is accomplished entirely as the result of the reading and rereading of short paragraphs written in



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The points to be considered are developed by questions and problems, of which each pupil has a typed list, and by questions the pupils originate during the discussion periods. Our local daily newspaper, which we consider an indispensable part of our library equipment, is a splendid source of material for map study.

During this preliminary period of study, pupils are taught to use the classroom library, to take notes from reference books, and to make notations as to where each item of information has been obtained; to take notes from lectures; to use wall maps

<sup>1</sup>Because one semester of commercial geography is required of commercial students, this basic course must be complete. We have many elections for this course by students in other departments; almost all of them also elect the advanced course. Not all of them, however, take it the following semester. We have from seven to nine large classes each semester; sophomores, juniors, and seniors are often included in the same classes.

and atlases efficiently; and to acquire such other skills as will enable them to do effective work in later study. Incidentally, group work develops the ability to work together harmoniously, with full regard for the rights of others.

Further testing and retesting, as well as class and group approval of progress, determine when this preliminary phase of the work is satisfactorily completed.

### **Farming in Its Geographic Setting**

The first lessons deal with climate, soil, and topography as an introduction to the most important primary industry—farming. Because high school pupils (as a rule) lack knowledge or understanding of the many varieties of climate, soil, and topography, it is necessary that this geographic information be presented before they enter upon the study of an industry that is as markedly influenced by elements of the natural environment as is farming.

In connection with the study of soils and topographic features, many laboratory experiments and demonstrations are performed.

An erosion project constructed by pupils

each semester demonstrates two things: (1) the advisability of planting grass or trees on hillsides to prevent erosion, and (2) the leveling of the topography by natural forces. Quite often, the experiment of pouring water on a hillside built from soil results in the formation of an alluvial fan. Sometimes a delta is formed, with subsequent streams cutting through and carrying sediment still farther out, thus enlarging the delta.

Some of the most interesting experiments undertaken by individuals or groups have demonstrated that water expands as it freezes; that sudden changes in temperature cause glass to break, illustrating the influence of changes of temperature on rocks; that plants cannot do well without certain mineral foods; that soils need drainage; and that rocks containing calcium can be disintegrated by a solution of hydrochloric acid.

Another experiment attempts to show the manner in which quiet and explosive volcanoes erupt, and the resulting topographic changes. Bread sponge "boils over" very effectively, to represent the eruption of Mauna Loa, while a firecracker exploding

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### **IMMIGRATION PAGEANT**

The immigration pageant is a part of the program at the annual International Festival given by the Geography Club. Immigration is studied intensively in the second course in geography.

The central figure represents the United States. Each of the others represents, in authentic costume, a country from which immigrants come to America. From left to right, the countries represented are: Italy, Finland, Rumania, Belgium, Germany, Sweden, Serbia, Hungary, Denmark, Norway, United States, France, Spain, Russia, Japan, Switzerland, Ireland, Austria, Mexico, England, Scotland. The lighting of the candles by the Spirit of America, as a symbol of Americanization, is an impressive feature of the pageant.



in a glass partly filled with ashes and small bits of rock gives a lively representation of the explosive Katmai or Krakatoa.

These experiments are valuable for gaining an understanding of (1) variations in soils and their usefulness to mankind; (2) topographic changes through the ages; and (3) man's ability to change both soil and topography.

### Field Trips

Field trips have aided materially in making obscure points clear. In one of our local parks, an intermittent stream flows from one level of worn-down rock to another, and in many places alluvial fans can be seen. This year someone discovered a delta. In the same park, we have studied the decay and disintegration of rocks<sup>2</sup> by organic, chemical, and mechanical agencies. The pupils especially enjoy discovering lichens and mosses, and noting the weathered condition of the rock beneath.

Such field trips are very effective when the group is small enough to gather around the teacher for explanations and answers to questions. Our trips are preceded by preliminary discussions to prepare the pupils to make observations with care and thought. Thus, the important features of the trip stand out clearly. A class discussion follows each field trip.

### Man's Use of Nature's Bounty

The next unit consists of a study of natural resources, their distribution, availability, and usefulness, followed by the study of extractive industries wherein man makes use of nature's bounty in the mining of minerals, the quarrying of rock, the domestication of animals, and the hunting of wild animals.<sup>3</sup>

This study reveals the interdependence of regions because of inequality in the distribution of natural resources. The discovery that the supply of some important mineral or other resource is diminishing too rapidly or is lacking entirely in some re-

Miss Symonds is head of the geography department of Quincy (Illinois) Senior High School, author of geography texts and work books. In 1930, she published a report of her survey of geography courses in senior high schools. She is now preparing a report on other data concerning the teaching of geography.



gions introduces the subject of conservation. Reports on conservation are presented by pupils and discussed in class.

In our laboratory we have specimens of many rocks and minerals, and models of several animals. These are used as a basis for special study and for individual reports in class.

The principles involved in the localization of manufacturing industries are studied through analysis of local industries. The study of transportation and commerce also begins at home, where we have facilities for rail, truck, airplane, and some water transportation, with considerable commerce in the United States and some commerce with foreign countries. Local advertising of Quincy as the "Center of the Ill-Mo-Ia Trade Area" has helped pupils to understand that geographical position is an important factor in commerce.

In the laboratory, pupils construct relief models of the continents, countries, or regions at the time they are studying topography, or when they are writing term reports on selected countries. A term report is prepared according to an outline designed to emphasize man's relationship to his environment and the interdependence of regions. The preparation of a report for a selected country provides an opportunity to apply principles previously studied.

Each pupil is required to construct a project representative of the home life of the people, or of some outstanding feature or characteristic of the country studied. Sometimes a group of pupils who are studying the same country cooperate in a single worth-while project.

<sup>2</sup>Our laboratory contains many specimens collected on field trips and identified by pupils who enjoy and profit by doing extra-credit work.

<sup>3</sup>Arable land is studied in the lesson on farming.

Ideas that invariably gain new meaning at this stage are that man does not have to *accept* his environment, but can do something to overcome obstacles; and that man is more progressive in regions where he must work for a living.

Methods similar to those outlined in the preceding paragraphs are employed in the advanced classes. The instructor's talks on important topics follow the lecture type more nearly than those given to beginning classes.

### Debates and Reports Add Interest

Pupils take part in debates concerning the relative importance of certain resources and give reports dealing with the idea of economic capacity of the country chosen for study. A considerable amount of time is spent in preparing the reports, so that they will be as complete and as accurate as they can be with the information available to the students.

Newspapers and magazines are used extensively for gathering information about recent events, and authoritative sources are sought for statistical data. Debates and reports are followed by spirited and thoughtful class discussions.

[EDITOR'S NOTE: Miss Symonds and the teachers associated with her in the teaching of geography in the Quincy, Illinois, Senior High School have developed a year's work in geography of high merit. The work books used are the outgrowth of classroom experience in the Quincy High School and are published in convenient form for class use. Miss Symonds' article emphasizes the value in high school geography: (1) of using reference books, library resources, and current literature to supplement the textbooks; (2) of having well-planned and carefully conducted field lessons; (3) of providing appropriate laboratory exercises; and (4) of giving individuals and groups of pupils opportunity to prepare and present special projects and oral reports.—Douglas C. Ridgley.]

**B.E.W. Essay Contest closes December 1. See October issue, page IV.**

## Economic or Commercial?

*We asked Dr. W. Elmer Ekblaw to tell what, in his opinion, is the difference between economic geography and commercial geography. Here is his answer.*

I fear that our geographers have not distinguished very carefully between "economic geography" and "commercial geography"; but I should be inclined to consider economic geography as the more inclusive, dealing primarily with the geography of commodities and their methods of production, whereas commercial geography would be more concerned with the routes and activities of trade relationships and industries, particularly the exchange of commodities.

Commercial geography would deal more with the distribution of highways, railways, and ocean routes of travel with relation to the centers of production and of marketing. Production, distribution, and consumption, it seems to me, would be the three major considerations of commercial geography.

I know that if I were writing a book on commercial geography I should lay the emphasis on different things and with different degrees from what I should emphasize in economic geography. For high school commercial students, I should think the commercial geography would be the more immediately valuable, though I think a general economic geography would constitute a sound broad basis for the commercial course.

## Welcome, Normal University!

• "Enclosed find check for forty-seven subscriptions to the **BUSINESS EDUCATION WORLD**," writes Miss Alta J. Day, of the faculty of Illinois State Normal University.

Thank you, Miss Day, and a most cordial welcome to your teachers in training. Also, congratulations upon your success in the Frailey contest. The B.E.W. will march side by side with you in preparing your students to be superior teachers.

The B.E.W. roll of teacher-training institutions is growing rapidly.



# SHORTHAND METHODS AND MATERIALS

©William R. Odell, Ph.D.

*The third of a series of articles in which Dr. Odell describes  
the salient points of ten teaching methods and materials*

## Shorthand-Reading Procedures

A WIDE variation in shorthand-reading procedures exists in the various shorthand methods discussed in this series of articles. It is the purpose of this and the next two articles to contrast and analyze these various reading procedures. Material concerning shorthand-reading procedures was not available for the Frick "Analytical Method," for the Munkhoff "Direct-Writing Method," or for the Skene-Walsh-Lomax materials. These, therefore, are not considered in the present article.

The first point that should be made clear is that the important aspect of each procedure is not the procedure itself but rather the purpose that underlies it. The procedure is but a means-to-an end, whereas the purpose is the end itself. Procedures in all cases must be chosen in terms of the particular purpose to be served.

As the result of the writer's analysis of the various methods, four separate and distinct purposes for shorthand reading have emerged. These are as follows:

1. Reading to develop an instant recall of a selected basic vocabulary of shorthand outlines.
2. Reading to learn to write shorthand.
3. Reading to learn shorthand principles.
4. Reading to develop fluent shorthand-reading habits.

Each of these four purposes is discussed below, and the procedures used by the various authors in achieving them are explained.

The first of these purposes, reading to develop an instant recall of a selected basic vocabulary, is a particularly important consideration in all the direct methods. It is true, of course, that, in any method, the reading activities engaged in do develop, more or less, the ability to recall a selected group of outlines. This is unavoidable by

the very nature of the case. In the direct methods, however, the determination to develop instant recall of a small, selected basic vocabulary is of a different order than in the non-direct methods. In some of the direct methods, this purpose is carried even to a greater length than in others. A discussion of some examples of the reading techniques used for achieving this first purpose should serve to make the matter clearer.

In one of the direct methods, the Odell-Rowe-Stuart, the reading procedures used were developed with instant recall as the primary objective. In another, the Barnhart method, this purpose apparently was considered just as important (judging from the procedures observed by the writer in Mrs. Barnhart's summer demonstration classes), although no discussion concerning it is available in print.

The reading activities of both the Barnhart method and the Odell-Rowe-Stuart method proceed with the teaching of a small, basic vocabulary of outlines to be learned as wholes. The students are expected to develop immediate recall of these outlines without knowledge of the shorthand sound alphabet or knowledge of the fact that most outlines are made up of parts or segments. The student simply is expected to learn that one particular outline represents one word or phrase and that each other outline encountered stands for some other definite word or phrase. This learning of outlines continues until the entire basic vocabulary has been mastered. The learning of the vocabulary, as far as reading recognition is concerned, is accomplished entirely as the result of the reading and rereading of short paragraphs written in

shorthand, containing only words from the basic vocabulary list.

The McCredie and the Brewington-Soutter reading procedures were developed partly with this purpose in mind, but, as will be shown later, with certain other purposes also in mind that made the authors deem it inadvisable to go the full way in achieving instant recall.

This difference in purpose is clearly reflected in the variation that exists between the Barnhart and Odell-Rowe-Stuart procedures on the one hand, and the Brewington-Soutter and the McCredie procedures on the other.

The reading procedure of the Barnhart method was described in an article by Mrs. Barnhart in the *Ledger Page*<sup>1</sup> for December, 1927. The procedure was described as follows:

Short paragraphs are placed on the board before the class assembles. The teacher reads the first few sentences through, pointing to each outline as she reads. The pupils listen and watch as the teacher reads. The teacher repeats the oral reading after asking the students to read silently with her. Then all read the exercise aloud in concert. Then the sentences are read orally, one at a time, by students who volunteer. Then one or two volunteer to read aloud the whole exercise. This process is repeated until all the sentences on the blackboard have been read satisfactorily.

Students then are given mimeographed sheets containing the shorthand material they have read from the blackboard. The students are told to read the material in the first paragraph through silently, raising their hands when they have completed it. All words that were miscalled frequently in the oral reading are used in new sentences that are written on the blackboard and read by the class until the correct association between these misread symbols is strengthened. This same procedure is followed for all the paragraphs on the mimeographed sheets.

The initial reading procedures in the Odell-Rowe-Stuart method are described as follows. Short paragraphs of material are placed on the blackboard, as in the Barnhart method. Then:

The teacher follows the outlines with the pointer as he reads. The teacher tells the pupils that he will continue to read the material until the class is able to read with him. Students are to join in the reading as soon as they are able to recog-

nize the outlined. In general, the majority of the students are reading by the end of the second or third repetition. Then the teacher asks students to identify single outlines, to which he points in non-sequential order. This checks against learning simply by memorizing the context of the paragraph.

In the next step, the teacher calls on several students to read the entire paragraph or to identify separate outlines in it. Ordinarily three or four complete readings suffice for the learning by the majority of the students in the group. When it is apparent that the majority has learned the paragraph, the teacher has the students read it with him once from the sheet. He then has individual students read from the sheet until it seems probable that all have learned the outlines. In general, this requires two or three additional readings. If the instructor feels that individual students in the group are not following when others read, he requires them to follow the outlines with their finger or pencil as they are read.

This procedure is then repeated for each of the paragraphs.<sup>2</sup>

Selected quotations from a description of the reading procedures of the Brewington-Soutter method bring out the contrast very effectively. The italics are mine.

1. Before class time, the teacher writes the first learning unit on the blackboard.
2. At the beginning of the class hour, the teacher reads the article aloud *meaningfully* to the class.
3. The teacher asks a member of the class to *state the substance* of the article. The teacher continues to read aloud, to *ask leading questions*, and to *answer questions* of students concerning content, until the students show that they *fully comprehend the thought*.
4. The teacher and students read the entire article in unison *meaningfully*. The teacher listens to the *voice inflections* of students.
5. The teacher reads aloud, pointing to *thought units* as he reads.
6. The teacher and students read *thought units* in unison as the teacher points to *thought units*.
7. The teacher reads aloud words that should be brought to the mastery level and points to outlines of words as he reads.
8. The class reads in unison the words to be brought to the mastery level as the teacher points to outlines.
9. The teacher calls on individual members of the class to read: (a) article; (b) sentence; (c) phrase; (d) words. Comments on the reading of individual members of the class are made with the view to getting the particular meaning.<sup>3</sup>

<sup>2</sup>Odell-Rowe-Stuart, *Teacher's Manual, "Direct Practice Units for Beginning Gregg Shorthand,"* p. 32 f.

<sup>3</sup>Brewington-Soutter, *"Direct-Method Materials for Gregg Shorthand,"* pp. x, xi.

<sup>1</sup>The official organ of the Commerce Teachers Association of Philadelphia.

The contrast between the Barnhart and Odell-Rowe-Stuart procedures and those of Brewington-Soutter lies in the difference in emphasis upon outline automatization.

The first two procedures concentrate on the recognition of what each outline represents each time it is read. The Brewington-Soutter method emphasizes comprehending the thought of the material before attention is centered definitely upon individual outlines. The Brewington-Soutter procedure does not neglect the first shorthand reading purpose listed above; it simply tempers that purpose with the fourth one. The Barnhart and Odell-Rowe-Stuart procedures do not, however, entirely neglect the fourth purpose listed; they simply place more emphasis on the first purpose than on the fourth one.

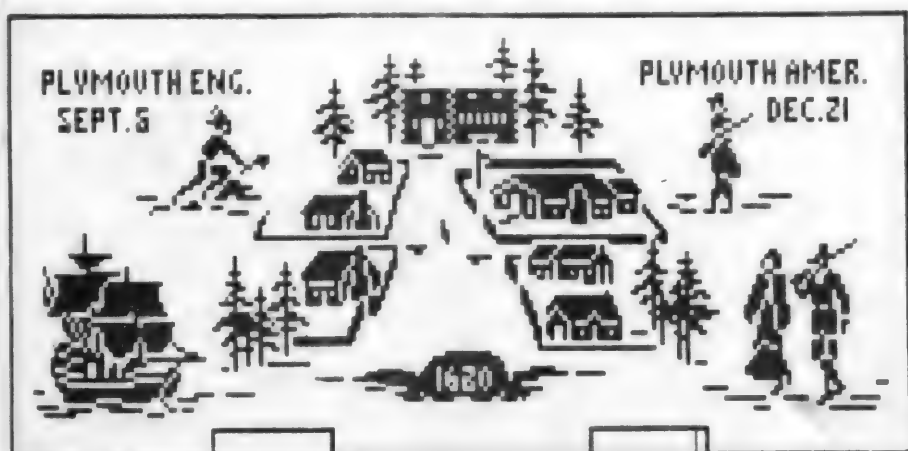
<sup>1</sup>*Ibid.* p. x.      <sup>2</sup>Odell-Rowe-Stuart, *op. cit.*, p. 32.

The distinction is further sharpened by a comparison of the reading rates used by the authors of the methods just described. The reading rate for the Brewington-Soutter method "should not be less than 150 words per minute."<sup>4</sup> This rate applies to all reading done by either teacher or students.

On the other hand, the reading rate for the Odell-Rowe-Stuart method is "not more than 100, nor less than 80 words per minute."<sup>5</sup> This variation in reading rate simply reflects the difference in the purpose of the reading in the two methods. The faster reading rate facilitates thought-unit recognition; the slower rate facilitates the development of word-outline or phrase-outline associations.

[The December and January articles in this series will continue the discussion of shorthand-reading procedures.]

## ARTISTIC TYPEWRITING



K. Dukett

• OUR TYPING PICTURE for this month represents the spirit of adventure—Plymouth, England, and Plymouth America; the old and the new.

Adventure entails hardship. It was no easy task for the Pilgrims to leave their sheltered home and seek a new one, nor was it easy for them to exist in their new home after they reached it.

So it is with typing. Most students wish greater speed and accuracy. The only way to gain them and keep them is to do your best, and a bit more, each day, until, finally, you find your new typing plane as easy to maintain as the old one was.

Adventure is a challenge, and a worthy one.—Margaret M. McGinn, Bay Path Institute, Springfield, Massachusetts.

# A TYPEWRITING GRADING SCALE

Lawrence A. Jenkins

High School, Morristown, New Jersey

WE maintain two divisions of typewriting—General and Commercial.

General Typewriting II (personal use) is open to those who do not meet the secretarial requirements. For credit in General Typewriting, the requirement is a report-card average of 70 per cent and a passing grade in the "5-25" test (explained under "Department Requirements").

Commercial Typewriting is for those majoring in the Secretarial Course. In order to take Commercial Typewriting in his second semester, a student must pass the 5-25 test and have a report-card average of 80 per cent.

The 5-25 for 15 minutes must be passed only once during the year on any recognized test. Thus, 5-25 is a standard to be met, while the charts are a medium for uniform grading. A pupil who writes 5-25 receives an A— on that week's test and also passes his test requirement for the year.

We do not use the highest test mark made by a pupil, but take the average of his tests. The test average is averaged with the daily-work mark to arrive at his report-card mark.

We have only beginning classes in September. If there were mid-year classes starting then, we should do away with the five-minute test and continue with the 15-minute tests as at the end of the first year.

## TYPEWRITING I, SECOND SEMESTER

### DEPARTMENT REQUIREMENTS

For credit, the student must pass at least one timed test of 15 minutes with a net rate of 25 words a minute, with not more than 5 errors.

Six weeks grades: At least four timed tests will be given during the marking period. In order to receive a passing grade, the student must pass one test and submit acceptable textbook work.

### RULES FOR GRADING

For line left out, score one error and subtract strokes from final total.

For line filled in, score one error plus any other errors made in it.

Score one error for a capital letter not entirely visible.

Score one error for consecutive words typed with hands on the wrong home keys, and subtract strokes from final total.

Score one error for a word not exactly like copy. Spacing and punctuation errors go with the preceding word.

### GRADING SCALE

#### First Six Weeks—10-minute test

Errors	Grade	+ CREDIT	
1	A+	Net Rate	Add
2	A—	30 words	1 letter
3	B+	35 "	2 letters
4	B	40 "	3 "
5	B—	— CREDIT	
6	C+	Net Rate	Deduct
7	C	14 words	1 letter
8	C—	13 "	2 letters
9	D	12 "	F
10	D—		
11	F		

#### Second Six Weeks—15-minute test

Errors	Grade	+ CREDIT	
2	A+	Net Rate	Add
3	A	35 words	1 letter
5	A—	40 "	2 letters
6	B	45 "	3 "
7	B—	— CREDIT	
8	C+	Net Rate	Deduct
9	C	18 words	1 letter
10	C—	17 "	2 letters
		16 "	F
11	D		
12	D—		
13	F		

#### Third Six Weeks—15-minute test

Errors	Grade	+ CREDIT	
2	A+	Net Rate	Add
3	A	40 words	1 letter
5	A—	45 "	2 letters
6	B	50 "	3 "
7	B—	— CREDIT	
8	C+	Net Rate	Deduct
9	C	22 words	1 letter
10	C—	21 "	2 letters
11	D	20 "	F
12	D—		
13	F		

## TYPEWRITING II

### DEPARTMENT REQUIREMENTS

For credit, the student must pass at least one timed test of 15 minutes with a rate of 40 words a minute, with not more than 5 errors.

Six-weeks grades: At least four timed tests will be given during the marking period. In order to receive a passing grade, the student must pass one test and submit acceptable textbook work.

Office Practice: 45 words a minute with not more than 5 errors for 15 minutes.

### RULES FOR GRADING

Same as for Typewriting I.

### GRADING SCALE

#### September-October 15—5-minute test

Errors	Grade	+ CREDIT	
1	A	Net Rate	Add
2	B	35 words	1 letter
3	C	40 "	2 letters
		45 "	3 "
4	D	50 "	4 "
5	D—		
6	F	— CREDIT	
		Net Rate	Deduct
		25 words	1 letter
		23 "	2 letters
		22 "	3 "

#### October 15-February 1—10-minute test

Errors	Grade	+ CREDIT	
2	A+	Net Rate	Add
3	A	40 words	1 letter
4	A—	45 "	2 letters
5	B	50 "	3 "
6	B—	55 "	4 "
7	C	— CREDIT	
8	C—	Net Rate	Deduct
		30 words	1 letter
9	D	27 "	2 letters
11	F	26 "	3 "

#### February 1-April 1—15-minute test

Errors	Grade	+ CREDIT	
4	A+	Net Rate	Add
5	A	45 words	1 letter
6	A—	50 "	2 letters
7	B	55 "	3 "
8	B—	60 "	4 "
9	C	— CREDIT	
10	C—	Net Rate	Deduct
		33 words	1 letter
11	D	32 "	2 letters
13	F	31 "	3 "

#### April 1-June 15—15-minute test

Errors	Grade	+ CREDIT	
3	A+	Net Rate	Add
4	A	50 words	1 letter
5	A—	55 "	2 letters
6	B	60 "	3 "
7	B—	65 "	4 "

8	C	— CREDIT	
9	C—	Net Rate	Deduct
		37 words	1 letter
10	D	36 "	2 letters
12	F	35 "	3 "

[Lawrence Jenkins' Master of Education degree is from the University of Cincinnati. His hobby is training students for contests. In Ohio, his first- and second-year students won shorthand, typing, and team championships. He trained a first-place winner in the New Jersey state free-for-all shorthand contest. A shorthand grading scale used by Mr. Jenkins will appear soon in the B.E.W.]

## Comments on Mr. Jenkins' Paper

William R. Foster

MR. JENKINS, I am sure, would be the first to agree with me that a grading chart is nothing but a device; a device that, in turn, is part of a greater device, that of giving pupils marks. A device is a scheme. There is nothing basic or essential about it. It is not the thing (ultimate objective) we are after, but a way to achieve the thing.

There is, therefore, nothing sacred about a chart—it either falls or stands on its ability to serve our immediate purpose of marking pupils easily, accurately, and fairly. I have discussed elsewhere<sup>1</sup> what our aim should be in grading pupils.

IS THE CHART EASY TO UNDERSTAND? Using a scale is, of course, the easiest way to grade timed tests. Pupils must be taught to measure and evaluate their own work for their own satisfaction and because of the spur of their own interest, even if the size of our classes did not make us cry out for some relief. If our chart is simple enough for the pupils to understand, that is a decided help all around.

After net words a minute has been found. Mr. Jenkins' chart really requires but a glance to arrive at the correct mark. He requires no rate of error to be figured, because he has set a definite period of time for each test. I might suggest that ready reference to the chart may be achieved by having it pasted in the text or by having a large copy of the current marking-period section displayed prominently in the room.

<sup>1</sup> THE BUSINESS EDUCATION WORLD, May, 1936, p. 716.

IS THE CHART ACCURATE?—Mr. Jenkins' standards compare favorably with median results that have been published elsewhere—California, Indiana, the District of Columbia, Des Moines, and Los Angeles.

Checking Mr. Jenkins' chart against the Easy-Grade Chart of Harold H. Smith,<sup>2</sup> I found in a fairly extensive sampling that the two practically agree in the resultant mark, if you consider both as showing gross rates. As Mr. Jenkins uses his chart on a net basis, there is an even closer result.

(In passing, if you are like me you will use gross figures to represent writing rates. I feel using net figures penalizes a pupil twice for his errors and does not show readily his rate potentiality. There is, of course, nothing about Mr. Jenkins' scale that would prevent the substitution of gross for net. As it is, Mr. Jenkins' accuracy requirements are quite high.)

IS THE CHART FAIR?—Of course we must assume that the material to be copied is comparable in difficulty. Having the chart always at hand, the pupil can see the standard set for all, and thus will feel that his own mark, as far as timed tests are concerned, is arrived at objectively. He will feel you are marking him entirely impersonally and consistently. As Lomax puts it, "The matter of consistency in grading is very significant from the point of view of justice in the eyes of the pupils."<sup>3</sup>

If this chart is not in harmony with local business requirements, it can be stepped up; but I really feel Mr. Jenkins has rather high standards and that this would not be necessary. It may be, however, that you are not capable of getting such good results with the kind of pupils you have; in that case, the chart can be scaled down easily.

Certainly our standard must not be too lofty; success must be possible for some, at least. And we must remember, also, that our standards must be progressively higher as the pupils go on; there should always be a challenge to all, both in accuracy and total strokes.

<sup>2</sup> Harold H. Smith, *Easy-Grade Timed Test Chart*, THE BUSINESS EDUCATION WORLD, Vol. XV, March, 1935, p. 546.

<sup>3</sup> Lomax, Reynolds, Ely, "Problems of Teaching Typewriting," Prentice-Hall, Inc., 1935, p. 226.

As there is no general agreement in this fair land of ours as to what letter should be given for a certain per-cent grade, and vice versa, you should know that, in Morristown, A=90-100; B=80-89; C=70-79; D=60-69, and represents Failure. I make no attempt to evaluate A— and A+. To some, an A+ seems the height of something or other besides perfection as part of a marking scheme. A is A. "There ain't nothin' more'n that." Don't gild the lily. And by the way, when Mr. Jenkins adds or subtracts a letter due to extra or low rates, he adds a full letter—not a part of one. Thus, if a pupil gets B— for accuracy and is entitled to an extra letter for extra words, his mark is a straight A, not A—.

### Extra Credit for Extra Speed

Mr. Jenkins' chart gives decidedly extra credit for superior rates of speed with the same degree of accuracy; it also gives higher credit for greater accuracy with the same speed. This extra-credit feature for quantity production, I believe, would appeal to those of my pupils who objected last term to Harold Smith's chart as far as it concerned the higher speeds (the small section to the right of the heavy vertical line).

To be sure, Mr. Smith does give a little higher percentage grade for each increase of five words, but in no case would that mean a higher letter grade, in many cities. In Rochester, for instance, 95, 97, 99, and 100 are all A. We are strictly forbidden to give A— or A+ on a report card. With Mr. Jenkins' chart, every five words increase beyond the middle range means one more letter.

In general, Mr. Jenkins has ten words' variation in the middle range (between the + and — credits) with no difference in the mark. Hence the pupil, to raise his mark, will have to work for both greater speed and accuracy—certainly he would try to avoid increasing speed at the expense of accuracy. As that is just what we want to achieve, I'm all for using Mr. Jenkins' device—especially since it meets all other requirements of a satisfactory grading chart, ease of understanding, simplicity of operation, exactness and fairness in grading.

Although Mr. Jenkins says they assign pu-



pils to what they call General Typewriting for its personal-use values, from this distance I should say that his General Typewriting corresponds more to our Rochester non-Rogents (dull-normal) group, since Morristown requires 10 per cent more as a report-card average to pass Commercial Typewriting than to pass General Typewriting. We find our personal-use pupils (academic juniors and seniors) to be of high caliber. And at East High, at least, we require more and better work of them and give more school credit.

I have adapted Mr. Jenkins' chart to the three classifications we make of beginners, since his chart does not begin to function until the second term. In this respect, we follow Mr. Smith's charting idea and begin right after the first report card, which is based on technique only, to mark for accuracy and gross rate.

Many teachers prefer to follow Mr. Jenkins' idea of starting with the second semester. Whatever you do, why don't you try this chart? I am sure we should all like to learn of your experience with it.

“ ”

The men who presumed to read your character by your handwriting are here again, now claiming they can do the same trick with your typewriting.

In the *Basler Nachrichten*, Adam Holzapfel argues that any writing implement—chisel, brush, stylus, pen, or typewriter—is used individualistically. Hence, no matter what recording implement we use, we reveal our character in what we write. But he is all for analyzing typewriting because we write more rapidly with the machine than by any other means.<sup>1</sup>

We typing teachers have been all wrong about some of our causes of errors, for we are told faulty use of the shift key, resulting in poor alignment, is due to lack of a sense of detail. This goes also for striking the wrong neighboring keys. Dr. Herbert Gerstner, a Berlin scientist, argues similarly.

English teachers will know now that neglect of punctuation is due to irresponsibility

<sup>1</sup> Reported in the *New York Times*, January 19, 1936.

and that excessive use of abbreviations shows indiscretion, over-familiarity, poor sense of distance. (Take your choice, maybe.)

Dr. Gerstner believes that the degree of pressure on the keys is in direct ratio to the degree of self-assertion of the typist. Holzapfel argues that a weak stroke with no embossing on the back of the paper shows lack of energy, phlegmatic temperament; while a strong stroke shows intense energy, willfulness, hot temper. There seems to be a possibility of a physical trait—intense energy—causing the same result as a mental trait—hot temper.

Have the Scotch jokesmiths some new material? A stingy individual tends to narrow margins; a punctilious (or should it be generous?) man tends to over-wide ones. I suppose we must assume that neither has ever heard of a placement plan. So we must take it for granted that frequent underscoring shows too much enthusiasm, even self-importance, and not that the copy may be going to the printer.

I don't want to alarm anyone unduly, but do you know that an inverted order of letters may mean a cramped, neurotic character? (Thanks, Doctor, for that *may mean*.) And, horrors, dirty type shows lack of delicacy, even sensuality. Did the thought ever enter their minds that the victim might not know how to clean the type? Or that she doesn't want to get her lily-white fingers soiled?

And those of us who have been "death on strike-overs" should now take into consideration that these show a commendable characteristic, conscientiousness—but also lack of thoroughness. Dr. Gerstner disagrees with this, claiming over-typing is due to rashness and excitability. I should guess most typing teachers would give quite a different reason.

German typewriters must be perfect as far as space bars are concerned, for we are told excessive spacing shows cautiousness and circumspection, whereas no space between words means absent-mindedness; inability to think clearly.

These pronouncements strike me as clever examples of wishful thinking. Perhaps all these qualities are supposed to be found only in the hunt-and-peck typist—not the expert.

Maybe our job as typing teachers will be to eradicate some of the individuality from our pupils in order to make them suitable business actors. Actors, as you well know, often realistically portray types radically different from their own.

We can tell in specimens of penmanship and typing what is habitual for the author, but habit is something less than character. It is also quite true that we can be more positive as to the author of a page of type-writing than of handwriting, but that is due as much to the author not being able to cover up the characteristics of the machine as to the character of the typist.

- The typewriter companies used to prefer men as demonstrators on the road because they didn't require chaperons. Maybe this quotation explains why men shine in the hour tests:

Woman is inferior in muscular strength, not so much in endurance as in intensity of muscular action. This difference can scarcely be due to differences of occupation, since it appears even in those tribes where the woman do much of the hard labor. Men's muscles use fuel and oxygen more rapidly than women's, and the red corpuscles of the blood, which carry oxygen from the lungs to the muscles, are ten per cent more abundant in men than in women.<sup>2</sup>

- Wizardry at figures and keenness of judgment as a foundation for a career as a professional accountant evidently are not enough to offset poor English, according to this editorial in the July, 1935, issue of the *Journal of Accountancy*:

It is unfortunately true, as everyone who has examined the papers of candidates knows, that many applicants have not a sufficient knowledge of the principles of English composition and grammar to enable them to present an intelligent expression of their accounting knowledge. It is lamentable, but true, that far too many candidates display an ignorance which is appalling. . . . We maintain that a man who knows no more about the language of his country than is displayed in many answers to examination problems has no business whatsoever to waste the time of state boards of accountancy. He is not fit to undertake the practice of a learned profession. . . .

—William R. Foster.

<sup>2</sup>Robert S. Woodworth, *Psychology* (revised edition), Henry Holt and Company, New York, 1929, p. 191.

## Rider College Increases Faculty

- NEW APPOINTMENTS to the faculty of Rider College, Trenton, New Jersey, include Roland C. Burton, of Harrison, New York; P. Kathryn Laigon, of Kings Park, New York; and C. Herman Martin, formerly head of the secretarial science department, Bay Path Institute, Springfield, Massachusetts.



RIDER COLLEGE, TRENTON, NEW JERSEY

This nationally known business education institution is now in its seventy-second year, with a list of graduates already nearing the 20,000 mark. Graduates of its teacher-training department are found in a large number of schools in New Jersey, New York, Pennsylvania, and elsewhere.

Its administrative staff is headed by the two owners of the school, Franklin Frazee Moore, President, and John Goodner Gill, Dean. The other members of the administrative staff are:

Sadie Lillian Ziegler, Secretary; Bernice Anna Gee, Treasurer; Dr. Joseph Wentworth Seay, Director of Admission and Director of the Summer Session; J. Danby Conwell, Registrar; Mrs. James C. Wright, Dean of Women; and A. H. Wood, Director of Placement.

# THE BUSINESS LETTER CONTEST

L. E. Frailey

*"You can't jump head first into the writing of a sales letter and expect to come out standing on both feet," says this authority on better letters*

ONCE read an unexplained story about sparrows. It seems that when a new electrically charged wire is erected, many birds will die on it the first year, but after that, not a single sparrow will be electrocuted. The author of the article didn't claim that sparrows could warn each other of the danger. He thought that some kind of a group consciousness carried over from one year to the next.

Well, that story came back to me when I read the answers to the first letter problem in the second year of this contest conducted by the BUSINESS EDUCATION WORLD. The letters this time were strikingly better than those submitted a year ago. I can't explain this by saying that you learned a lot about letter writing last year. That's true of some of the contestants, but many no doubt were entering for the first time. Maybe, like the sparrows, there has been a carry-over of group consciousness about letter principles. I don't know. But certainly, I can see that you have missed many of the pitfalls into which the contestants fell last year.

For example, hardly any of you were guilty of using those old-fashioned phrases like *"Trusting you will stop at our store soon, we beg to remain, yours very truly,"* or *"Having been informed that your son is soon to depart for college, we wish to advise that we have three articles on sale that he needs, and attach hereto a folder describing same."* Those old bromides were conspicuously absent in most of your letters written for the Urbana Jewelry Company. Your language, on the other hand, was quite natural and modern. You practiced the principle I am forever preaching—to write as you would talk to the person you are addressing.

I noticed, too, that many of you tried to

follow two important principles in the writing of sales letters. First, you sought to make your introductions *interesting*, and second, you gave the reader a strong dose of *persuasion* at the close. Orchids to you for doing those two things. No sales letter will get very far if it does not make the reader sit up and take notice at the very beginning. Neither will it make the sale unless he is moved to definite action at the end. Of course, I can't say that you all followed these two principles, but most of you did, and that was mighty encouraging. I am anticipating some great letters from you before the year is over. You have made a good start. Keep up the good work all through the year and all through your business careers.

## Think; Then Write

You know a sales letter, to be effective, must be *thought* before it is *written*. You must visualize your readers, then try to select those arguments that are most likely to have the strongest appeal. All that takes serious thinking and careful planning. You can't just jump head first into the writing of a sales letter and expect to come out standing on both feet. In fact, that's the secret of all fine letter craftsmanship. The best writers are those who take plenty of time to plan what they are going to say before a word is written.

Writing to "Dad"—suggesting that he buy a watch, a pen, and a pencil for his boy—was an interesting sales problem. But I don't think it was difficult. By this, I mean that you started with a condition favorable to your success. In many a sales problem, you start with a "cold" prospect. He has a closed mind against your proposition. You have to break through that barrier and cre-

ate a favorable emotional reaction toward the thing you are trying to sell. But here, circumstances were different.

The men to whom you were writing were already emotionally receptive to your suggestion. No father has ever seen his boy leave home for college without a certain tug of the heart strings. He is eager to do all he can to give the boy the right send-off. Why, of course "Dad" would like to give his son a farewell gift—something that would remind him of the "old man." I know that to be true because my own boy was slated for Illinois this year. The biggest thrill I have had in years was the trip downtown when we bought his college clothes.

So conditions were ripe for your sales letter—so ripe, in fact, that many of you quite overlooked them. You spent too much time describing the three gifts, and not enough playing on the emotions of those fathers. "Let the boy have these useful gifts to remind him every day of Dad"—there was the strongest weapon you could have wielded. Some of you did, but no one quite as much as was possible.

Of course, you *did* have to take time to put in some licks about the watch, the pencil,

and the pen. Just mentioning them was not enough. You had to give some *reasons* why they were better than the same articles sold elsewhere. The watch, for example, was specially built for college chaps—it would stand hard knocks, take plenty of punishment. The pen was a giant when it came to holding ink. As one contestant wrote, "This pen will give your boy twenty thousand words without a single clog." Now that was *real* description.

On the other hand, it was just as bad to overplay your hand. One student submitted a letter of 700 words. It gave every conceivable reason why Johnny needed those three gifts. Not a single detail about them was missing. But remember, Papa is a business man. He just wouldn't take time to read a letter that long.

Before saying anything more about your solutions to this problem, isn't it about time we applauded the winners? Here they are, the teachers and students who have the honor of leading the race at the end of the first lap in the Gregg Marathon. Come on, clap your hands until they sting, for it is no easy task to set the pace in a field of several hundred contestants.

## September Contest Winners

### TEACHER AWARDS

FIRST PRIZE, \$10: R. D. Parrish, Woodbury College, Los Angeles.

SECOND PRIZE, \$5: Mrs. Phyllis Townsend, The Carver School, New York City.

HONORABLE MENTION: Edwin H. Wood, private teacher, San Francisco; Milton Briggs, New Bedford (Massachusetts) High School; Alta J. Day, Illinois State Normal University, Normal, Illinois; Sister M. Jane, O.S.B., College of St. Benedict, St. Joseph, Minnesota; Frances Kaplon, Harper's Ferry (West Virginia) High School.

### STUDENT AWARDS

#### COLLEGE—

FIRST PRIZE, \$5: Isabelle Shevelove, The Newark School for Secretaries, Newark, New Jersey.

SECOND PRIZE, \$3: Elizabeth Engquist, Woodbury College, Los Angeles.

THIRD PRIZE, \$2: Adelaide Nichols, The Newark School for Secretaries, Newark, New Jersey.

FOURTH PRIZE, \$1: Thelma Peardon, Woodbury College, Los Angeles.

FIFTH PRIZE, \$1: Fred A. Giddings, Steilacoom, Washington.

HONORABLE MENTION: Virginia Pinsker, Moise College, Hartford, Connecticut; Marian Zerweck, The Newark School for Secretaries; Ruth W. Metzler, Minot Business Institute, Minot, North Dakota; Mildred Landro, Minot Business Institute; Dorothy E. Smith, Woodbury College, Los Angeles.

#### HIGH SCHOOL—

FIRST PRIZE, \$5: Frances O'Connell, Boone (Iowa) High School.

SECOND PRIZE, \$3: Albert Lockhart, Parker (Kansas) Rural High School.

THIRD PRIZE, \$2: Douglas Sivertson, Lincoln High School, Tacoma, Washington.

FOURTH PRIZE, \$1: Evelyn Rodnesky, Fort Meade (Florida) High School.

FIFTH PRIZE, \$1: Gene Ferguson, Horace Mann School, Gary, Indiana.

HONORABLE MENTION: Eleanor Porter, Mt. Diablo Union High School, Concord, California; Kathleen Kirkpatrick, Dewitt (Iowa) High School; Frances Knight, Lincoln High School, Tacoma, Washington; Shirley Fournier, Our Lady of Lourdes School, Marinette, Wisconsin; Helen Carter White, Horace Mann School, Gary, Indiana.

I want to say a special word of commendation for the winner of the fifth prize in the college-student class. Had it not been that he (or she)<sup>1</sup> stumbled going over the last hurdle, he (or she) would certainly have been first to the tape. Attached to the letter was a remarkable little booklet illustrating and describing the three gifts. It was a job that a good advertising man would not have been ashamed to turn out. The letter, too, was bright and persuasive—but the very last sentence went haywire.

You know, all last year I stressed the importance of avoiding the old-time conventional phrases, particularly those participial conclusions of which our grandfathers were so proud. So could I give first prize to a letter that ended, "Trusting that I may be able to serve you, and with best wishes for your son's success, I am yours very truly"? Of course, as I write these comments I don't know the name of the person who wrote that letter and prepared the booklet, but just the same, whoever and wherever you are, my sincere congratulations on a fine job with just one costly blemish.

Some of you are still inclined to exaggerate, and that, too, is an unpardonable sin in letter writing. In spite of what I have said about the emotional receptiveness of "Dad" to your letter, he wouldn't swallow some of the statements that were made in your letters. "Without a watch to get him to classes on time," wrote one student, "your son is likely to fail in college." Well, that's calling a spade a steam shovel. Probably there are thousands of young men making fine grades in college today who never owned a watch. You could hardly say without the risk of ridicule that a college career depended on a watch, a pen, and a pencil. And yet that's exactly what a few of you either stated or implied.

I guess you have noticed that I am always talking about the importance of choosing the right words to express your thoughts. But you can understand, can't you, why I am so pestiferous on that subject? Just as the painter chooses a certain shade of pigment to get a certain effect in a painting, so must

you pull the right word out of the bag to fit the occasion. For example, in one prize-winning letter a teacher spoke of the manufacturing "game." I don't believe most men like to think of their business as a game. It isn't quite the right word for that particular spot. Later, the same writer calls the watch a 7-jewel "affair." There again, I feel the wrong word was used. But it was a fine letter as a whole—it won an award.

Another example of the same sort was in a student's letter that spoke of buying the watch at this "ridiculous" price. Did the writer mean ridiculously low, or ridiculously high? It could be either, couldn't it?

And what do you think of this one? "Come early," said a high school student. "You know the early bird catches the worm." Now I like those homely phrases. That would be a good one under certain circumstances, but the association of a fine watch with a worm—well, it doesn't seem quite the right comparison, does it?

A number of contestants drew pathetic pictures of forlorn students running from classroom to classroom with bottles of ink and old-style pens. Evidently, the corks of the bottles had been lost because some of these letters spoke of "splattering ink" hither and yon, ruining clothes, incurring the wrath of benign professors, and causing great damage to the morale of the bottle carriers. But honestly, I don't remember ever having seen a student carry ink about in such a manner—and I started to school long before fountain pens were popular. In college, some students did have fountain pens, but those who didn't used pencils. No, I am afraid the writers who drew those pictures let their imagination run too wild.

Then what shall we say about the high school student who described the watch, selling for \$11.50, in three varieties, silver, gold, and "platinum." Something rotten in Denmark about that. Guess there's nothing to say, except "Oh yeah?"

Avoid platitudes. "Efficiency is the keynote of success." Avoid wise-cracking. "Your son probably shrunk down until he could walk under the door with a top hat on." Avoid worn-out expressions. "The gate of

<sup>1</sup> It's "he," Mr. Frailey. Fred Giddings is the name.—Editor.

opportunity is swinging open for your boy." Avoid disparaging remarks about competitors. "If you purchase these gifts from an unreliable company, your son will be disappointed in them, but if you buy from the Urbana Jewelry Company, he will be more than pleased with the result."

All right. Enough of the criticisms! At least they are all meant to be constructive, to help you escape similar errors in solving other problems. You have a new problem to tackle—another episode in the business life of the Colonial Manufacturing Company. The best of luck to you—and "cheerio!"

#### TEACHERS—FIRST PRIZE

R. D. PARRISH

Woodbury College, Los Angeles

• DEAR MR. BROWN: Two of the proudest days of a father's life—one is already yours, and the other is soon to be—are those of his son's graduation from high school and of his embarkation upon a college career.

September, football, and college life—they take you back, don't they? Frankly, those thoughts have hit me, too, and they prompt me to make you a sporting offer.

You have, no doubt, been wondering about just what kind of send-off you are going to give the lad—what to give him that will be sensible and practicable. I'm so sure that you are going to welcome my suggestion that I am going to ask you to let me give him something along with you.

I'll wager that the three most important things in your school days were a good watch, a fountain pen, and a pencil that could be depended upon. A watch plans and times your day; a pen makes your records and notes permanent; a pencil that is automatic and dependable meets any emergency. Can you think of anything more appropriate for your son than these items?

Colonial's reliability and my prices are your solution: the Valley Forge wrist watch at \$11.50, the Holdsmore Jumbo pen at \$3, and the Executive pencil at \$1.50 give you a combination on price and quality that can't be beat.

I am sincere when I tell you that in all my years of handling gifts I have never seen a combination of things that go so well together as these three items. They won't be just a gift but will be of constant use, not only in college, but for years afterwards.

I have a splendid assortment of designs, colors, and styles from which you may choose. I won't show them in my display case until late next week; so assure yourself satisfaction by coming in before they are put on general sale. You select the watch and the pen you'll want, and I'll throw in the pencil to match, at no cost. That's my way of saying, "Congratulations to you both!"

In a couple of minutes you will have solved the problem of what to give, with the satisfaction of knowing you couldn't have done better.

I didn't order a very large supply, so I urge you not to delay your visit any longer than you can help. Yours very truly,

#### COLLEGE STUDENTS—FIRST PRIZE

ISABELLE SHEVELOVE

The Newark School for Secretaries, Newark, New Jersey

• DEAR MR. BAKER: So your boy is going to college! And you're the proud parent! Now—don't deny it—you should be proud. It's sort of a nice feeling—makes you realize that it's a swell old life, in spite of any arguments to the contrary. "But," you are thinking, "what is Mr. Stonehouse up to? He's right, of course, but why the letter?"

I'm writing this letter for two reasons:

1. To give you the opportunity of turning this glow of enthusiasm into something concrete.
2. To make your son a happier college freshman.

Now, for a total of \$16 you can easily do both these things.

There are three important items that every college student not only wants but needs. After asking graduates and boys who are still at college, the consensus of opinion is that a pencil, a fountain pen, and a watch are absolute necessities! I have grouped together three sturdy items that I am sure will see your son through college:

A Holdsmore Jumbo Fountain Pen, which your son will enjoy owning and will also tempt you at the extremely low price of \$3.

The Executive Pencil, in many colors, which matches the pen in both its outer appearance and its fine construction, for \$1.50.

A Valley Forge Wrist Watch, the prize of the collection, guaranteed for a year, for only \$11.50.

Just mail the enclosed card, and the next day these three items will be delivered to your home. Your son will be jubilant, and you will have the satisfaction of knowing that you have helped again to make his way easier. Cordially yours.

#### HIGH SCHOOL STUDENTS—FIRST PRIZE

FRANCES O'CONNELL

Boone High School, Boone, Iowa

• DEAR MR. BATESON: Can you tell the exact time of the day by looking at the sun?

If you were a boy just entering college and had to be on one side of the campus one minute and



on the other side in five minutes, how would you know how fast to go to get there on time?

The Urbana Jewelry Company has solved this problem for you. One of our Valley Forge wrist watches is the answer. This wrist watch is an eighteen-jewel, white-gold, oblong watch that is being sold for only \$11.50.

Have you ever started to write a letter with a pen and run out of ink?

If so, our new Holdsmore Fountain Pen will be the answer to this simple problem. The Holdsmore pen has a very fine point, which is excellent for making shorthand notes and makes the neatest long-hand notes possible. The name of this pen should tell you that it will hold twice as much ink as any other pen of the same size. Therefore you get twice as much for your money, and it costs only \$3.

## "That Makes Me Laugh As Mad As I Am," Says Adolph

IT would be fine if all things in the business world ran smoothly, but before that could happen we would all have to be as wise as Solomon, as infallible as Zeus, and as tolerant as Portia. The law of life seems to be that we must stub our toes now and then, misunderstand each others' motives, struggle upward as best we can by the trial-and-error method.

No matter how well regulated or carefully planned the details of a business may be, mistakes will happen. Sometimes they are inexplicable. We cry, "Impossible!" but just the same, there they are.

So always, in any company, there will be a man (or, if the company is large, a whole department) delegated to handle complaints—to adjust them as nearly as possible in such a way that justice is dealt both the customer and the company.

Of course, not all complaints—not even most of them—can be settled to the complete satisfaction of the person who thinks he has been abused. Sometimes he is completely right, sometimes he has just misunderstood, sometimes he knows he is wrong and is trying to chisel. But the great majority of complaints are honestly made. The average man has good intentions. He does not want that to which he is not entitled.

Now, take Adolph. Obviously, he is German, probably born in the "old country," possibly a little bit handicapped by his lack of familiarity with American customs and

Have you ever started to take notes on a speech and had the point of your pencil break?

If you have, just imagine how it would be to be taking notes on a college lecture and have your pencil break. Our new Executive pencil, which costs the small sum of \$1.50, is just the thing to remedy this difficulty. The new self-filler fills itself when necessary—all you have to do is keep the magazine filled with at least one extra stick of lead.

Now, if you were a boy just entering college, wouldn't you like to be the proud possessor of a white-gold watch and a fountain pen and a pencil that do not have to be coaxed to write? Of course you would, and so will your son. So, why not send your son off to his new undertaking with a gift from Dad that he will be proud to display? Cordially.

American speech. But no matter what you may have thought of the Kaiser or what you think of Hitler, you will agree that the German people are nice folks—solid, dependable, good neighbors.

Adolph Kochendorfer is a good fellow at heart. At least, I think so. He really thinks that the watch he bought from John Kenner was not as represented. He believes he is right in his claim, and he appeals his case to you. He couldn't get satisfaction from dealer Kenner, so he goes to a higher court—to the maker of the watch, the Colonial Manufacturing Company.

Well, there is only one thing that the manager of the Adjustment Department can do about a claim. He knows that the reputation of his company must be preserved. If Adolph's watch was defective, he wouldn't think of refusing the right adjustment. But he can't make a decision that will be fair to Adolph and fair to the company without first getting all the facts. That's the first step to be taken in handling any claim.

What *are* the facts? The back of the case is dented, the front is water marked, and the works are on a strike. The watch won't run. Carl Clarkson knows that the watch wasn't dented when it left the factory—the chances are a million to one against that. He knows, too, that the dial couldn't have been damaged by water except in transit, in the dealer's store, or after it reached the wrist of Adolph's boy, to whom it was given.

It takes only a little reasoning to make plain that both of these defects—the dent and the water damage—occurred after the watch had been purchased. Adolph wouldn't have taken the watch out of John Kenner's store unless it was in perfect condition. So Adolph's boy *must* be the "nigger in the wood pile." Probably he did forget to remove the watch one day when he dived into the village swimming hole. Probably he did drop it—that would account for the dent, and for the fact that the watch stopped running.

Furthermore, if the watch *had* been defective, John Kenner would have been the first one to complain. A dealer must protect his customers. His store couldn't long survive if he really was a "chiseler."

The facts look bad for Adolph, don't they? And you—playing the part of Carl Clarkson—can't afford to give a new watch in exchange for one that you did not wreck. No company could follow that policy and operate at a profit. The argument is obviously one between John Kenner and Adolph Kochendorfer. It is one of those complaints where you must say "no"—but, if possible, make the other party admit that you have acted fairly.

Besides, you want to stand squarely back of John Kenner. He is your dealer, and you feel that he is right in this fight with Adolph. You want to explain your position so tactfully that Adolph will no longer have a grudge against either Mr. Kenner or the Colonial Manufacturing Company.

Easy? No. It's a hard problem. But it happens, in one form or another, every day in business. These complaints are tough nuts to crack, but the job has to be done. As you write this letter for Carl Clarkson, you can be sure that in many an office practical business men are tackling similar situations. Some day, if you go into business, you will have to face them, too—so you might as well get some practice now.

And just to give you the proper background, here are a few tips on the adjustment of complaints, taken from the book of experience.

First, when a man is angry, when he seeks justice, the quicker you can reply, the better. The longer you wait, the more he will fret

and fume. If you must take time to investigate certain facts before making a decision, then a letter of acknowledgment should be mailed immediately, saying, "We are sorry to hear of the difficulty you have been having; we are going to investigate thoroughly, and you can be sure that we will treat you just as fairly as we would expect you to treat us under the same circumstances."

Second, when it came time to announce your decision—especially if it is unfavorable—you should avoid, as much as possible, restating the grievance. Repeating all that has happened only rekindles anger. It's like opening a wound that time has partly closed. The less you say to make the reader remember all the circumstances, the better your chances will be of regaining his good will.

Third, try to make your letter as constructive as possible. If you can't do what the man asks, then suggest something that will lessen his disappointment. Show him a way out of the difficulty—something that will make his loss seem less serious. Of course, you can't always do this, but it's fine when you can.

Fourth, be as tactful, as courteous, as sympathetic as you possibly can be. Remember, the other party is a human being just like yourself. The complaint he has made is a serious matter to him. Don't treat his problem too lightly. Don't "wise-crack" about it. Don't be sarcastic, even if his own attitude has been unreasonable. Don't act abused. Don't whine. Don't insinuate that he must be unfair, or dumb, or dishonest.

Fifth, there are certain "red flag" words that you must be careful not to use. Don't write, "You seem to think," or "We are at a loss to understand." Don't call his letter a "complaint." Folks don't like to be taken as complainers. Don't tell him, either, "It's against our policy to grant your request." That's no excuse at all—certainly not to him. He wants to know the reasons, and if they are good reasons and you state them in a friendly way, the chances are he will accept them. People are reasonable when they understand. Remember that, when handling letters of complaint.

Well, I'll leave old Adolph in your hands. See what you can do with him.

## LETTER PROBLEM No. 12

To the Colonial Manufacturing Company comes the following complaint from Adolph Kochendorfer. Adolph wanted it to get to the president but Carl Clarkson, Manager of the Adjustment Department, saw no reason why Mr. Winthrop should be bothered.

The controversy is obviously one for John Kenner and Adolph to settle. Probably the

boy was rough with his new watch and may have taken it for a swim. You know that Kenner is a reliable dealer. Had the time-piece been defective, Kenner would have reported it. But Adolph does deserve a reply to his letter. How would you "give a handle" to him? Step into Carl Clarkson's shoes, and write to Adolph. The rules are on page 190.

Gentlemen:

If I know the name of your president, I would to him send this letter. Anyway, in your company who meddles with it first passes it quick to him because it is a business for only the head man to give a handle to.

So sure as my name is Adolph, your dealer here in Milwaukee you should be ashamed to have selling watches with your name plain on them. Ach, when I think what to me he has did, I should give him more than a piece of my mind--of which he has already had plenty pieces.

First, I go by his store and he say, "Adolph, this is the good watch you will always proud be that you give it to your boy for graduation--it will still be keeping good time yet when those other watches are at the switch asleep." So I give him my money and feel pretty good.

But what you think happens then? The boy wears the watch not two weeks altogether and then he bring it to me and it looks yet like something that the baby for fifty years played with. The back of the case is with a big dent, and the face black is where the numbers are. You wait--that is the best of the worst I tell you. The rest is also now it don't go no more.

So second, I take the watch to that chiseler, John Kenner, your dealer, because he say it will always stood back of me--and then what does he do? Once, twice, six times, I go to argue, and always that dummer he try to tell me the boy must have dropped the watch and maybe even taking a bath with it. Now I ask you, is that sense that such things take place? How could my boy drop a watch when hanging there on his wrist it is, and as for taking a bath--ha--that makes me laugh so mad as I am. Who cares the time it takes to take one little bath?

Anyway, Mr. President, your ads in the paper say your company is honest by its customers and I go now to you instead of that cheater John Kenner. You write him right away and tell him I should go to his shop and get free a new watch. You be sure to make him do it or I go soon anyway and give him more than one watch he should worry about--you guess what I mean, nicht?

Yours with no madness to you,

ADOLPH KOCHENDORFER

And, oh yes, another thing. You may wonder why the president doesn't answer this letter. Adolph made it clear that he wanted his letter to go to the "head man." But you can't bother the president with complaints. You are being paid to settle them. Maybe in this case you will send the reply in for Mr. Winthrop's signature. That's part of the teamwork of business. If you think that's wise, then go ahead. But you, Carl Clarkson, must actually write the letter.

### The Contest Rules

Send two copies of your contest letter to the Business Letter Contest Editor, The Business Education World, 270 Madison Avenue, New York City. Your letters must reach that destination on or before November 27.

One copy is to be on plain white paper, unsigned, but marked "Teacher," "College Student," or "High School Student."

The other copy should carry your full name, complete address, name of school, and the notation "Student" or "Teacher" in the upper right-hand corner of the letter. If you are a student, give your teacher's name also. Student letters without the name of the instructor will not be eligible.

Because of the large number of entries received each month, no acknowledgment can be made of them and no papers can be returned.

Only the unsigned copies of the solutions will be judged; in that way, your entry is guaranteed an unbiased decision.

### Prize Awards

**Prizes:** Teachers—first prize \$10; second prize \$5. High School Students—first prize \$5; second prize \$3; third prize \$2; fourth and fifth prizes \$1 each. College Students (including private business school students)—first prize \$5; second prize \$3; third prize \$2; fourth and fifth prizes \$1 each.

**Honorable Mention**—a copy of "20,000 Words," by Louis A. Leslie.

In case of ties, duplicate prizes will be awarded.

**Roll of Honor**—The name of any contestant who wins a cash prize or honorable mention, or both, three times during these letter contests will be placed on a permanent roll of honor, which will appear on these pages each month. Contestants eligible for this roll of honor should inform the Business Letter Contest Editor of the fact, listing the three contests in which they placed.

• **Mrs. D. P. PATENAUDE**, proprietor of the Helena (Montana) Business College, was honored with a banquet, held at the Placer Hotel on October 3, celebrating the completion of her twenty-fifth year of teaching at the college.

### Personal Notes

• **MARY BELLE WERTZ** has accepted appointment as instructor in secretarial training at Cleveland College, Western Reserve University, Cleveland.



Hester Nixon is head of the rapidly growing commercial-training activities of that school.

Miss Wertz held a fellowship in the department of Psychology of Ohio Wesleyan University during her graduate year, and received her master's

degree in 1933. Until 1935, she headed the department of education for business, Willis High School, Delaware, Ohio. Last year she taught at North High School, Columbus, Ohio. She is vice president of the Ohio commercial Teachers' Association and has written articles for *Ohio Schools* and for the B.E.W.

• **MR. AND MRS. E. F. BURMAHLN**, of Lynchburg, Virginia, successfully conducted a party of 65 on a "Queen Mary" tour of Europe during July and August. The countries covered were England, Holland, Germany, Switzerland, Italy, and France, with a stop at Cobh (Queenstown), Ireland. Mr. Burmahln is director of business education at E. C. Glass Senior High School.

• **EARL E. BENNETT**, head of the commercial department of the Beaver Falls (Pennsylvania) High School, died on September 2, at the age of thirty-three, following an operation performed three weeks before. His untimely death came as a shock to his many friends.

Mr. Bennett received his bachelor's degree from the University of Pittsburgh in 1926 and, four years later, his master's degree from the same institution.

Mr. Bennett, who was well known and highly esteemed in his profession, had recently been elected vice president of the Tri-State Commercial Teachers Association.

# Teaching for Efficient Living

H. W. Humphrey

I HAVE often felt that we commercial teachers have not been taking advantage of our opportunity to allow the students to live through experiences that will enable them to live more efficiently as citizens, now and as adults.

Particularly is this true in a small school, where a limited number of commercial courses can be offered. In larger schools, where it is possible to give such intensive training that the students who graduate from the commercial course are capable of holding office jobs, we are forgetting about the students who have had no contact with the commercial subjects.

The persons constructing our curricula, we assume, feel there is greater need for Latin, French, algebra, and history than for the business subjects, but it would be difficult to live in our present-day society and have no contact with advertising, commercial law, selling, record keeping, marketing, and business ethics.

It would be unwise to offer such courses as semester subjects in high school, but a general course could be organized to afford students sufficient contact with everyday business matters to enable them to live more efficiently.

In the face of this situation, I conceived the idea of organizing a course for juniors and seniors in which we would consider the commercial situations with which they all come in contact now and which they will meet in adult life. In addition, some time would be devoted to shorthand, so that their curiosity would be satisfied; at the same time, the study of shorthand would serve an exploratory function for further study in business college or university.

The first part of our course is devoted to advertising. The primary purpose of this part of the course is to investigate, from the viewpoint of the consumer, the truth about advertising. Other aims are to give students some understanding about the immensity of advertising activities, the possibilities of em-

ployment, the tremendous amount of money expended annually for advertising through the different media, and to determine, if possible, if it is economical to buy nationally advertised products.

It is necessary to do considerable investigating in all the different media of advertising in order to get the above information. This investigation is carried on by means of letters to publishing companies, broadcasting studios, newspapers, large department stores, manufacturers of novelties, advertising companies of all kinds, and large firms who advertise extensively.

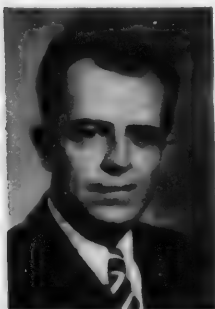
The members of the class make visits to local stores, inquiring as to their advertising policies and to what extent advertising increases sales, the cost of operating signs, and efficiency of handbills as contrasted to advertisements in a local paper. The advertising for school functions is handled by this class, using such media as posters, mimeographed handbills, newspapers, and anything else we think will be effective and financially justifiable.

Our next consideration in this course is getting the goods from the manufacturer to the retailer or consumer. In our investigation we study the various ways in which goods are put on the market and the important part that is taken by the "middle men." We study chain stores and contrast them with independent concerns.

We study the different routes of some merchandise that passes through several agencies, as contrasted to others that go directly to consumer from manufacturer.

Several commodities are traced from the raw-material stage to the time they are purchased by the consumer. Some manufacturing concerns supply material showing the various steps in the manufacture of their products. Films are available that show different products being manufactured.

Our next consideration in this course is salesmanship. In beginning the study of salesmanship, the fact is emphasized that,



H. W. Humphrey has been a critic teacher of commerce at Ohio University for eight years, in The Plains High School, a training school. This year he became superintendent of schools, The Plains, Ohio. He is active in professional organizations, and his hobby is taking movies of his two youngsters.

whenever something is sold, someone must do the buying, and it is as important to be a good purchaser as it is to be a good salesman. Every member in the class has bought many things, but very few have done any selling. This continues to be true through life for the majority of people, and our greatest need is to study how to buy intelligently.

All the elements of salesmanship are considered, particularly the health and appearance of the salesman, product sold, obtaining "prospects," sales talk, and steps in making a sale. Each student is required to select some article and prepare a sales talk, getting as much information as possible about the product and about the "prospect," who is another member of the class.

One of the high spots of our salesmanship study is a seventy-mile trip to Columbus to visit the largest department store in the city. Arrangements are made in advance by members of the class, and a guide takes us through the store, explaining how a big store is operated. Our guide also tells us about the salespeople and the regulations governing their training and work.

As a contrast to this type of salesmanship, we visit some of the stores that have a different type of clientele and use different methods in their selling. The pawn shops offer an interesting contrast to the large department stores.

Commercial law is another consideration in this course. Out of this study we attempt to develop a sense of responsibility for obeying the laws and an appreciation for the services law renders to all worthy citizens. Some of the phases we study are history of law,

contracts, negotiable instruments, agency, business ownership, and insurance.

In considering these, we do not go into detail, but devote our time to the laws governing cases that are most likely to affect the average person in an average community. After a visit to the local courtroom to witness a trial, the class presents a mock trial before a jury drawn from another class. In staging this trial, it is surprising what the students can do in working up the details.

A final unit of this course is shorthand, to which five to six weeks are devoted. This serves as a "curiosity satisfier" as well as an exploratory function.

We discuss the duties and responsibilities of a secretary. We visit a local office and try to discover the advantages and disadvantages of secretaries and clerical workers. Particularly do we investigate the opportunities open to young men who train themselves in secretarial work.

In addition to the above, we spend some time on office manners, filing, office machines, business ethics, and present trends in modern business. At the close of three weeks of shorthand, the class is divided. Those who are still interested in shorthand continue to study it until the allotted time is up. The remainder of the class elect problems for study and report.

The procedure as outlined above was followed last year. The first year I taught this class, the topics were different; they undoubtedly will be different each year. I tell the students the class is theirs; I point out several possible procedures, and they select those of most interest to them.

A criticism of this type of class, which many readers probably will make, is that spending such a short time on each topic, it is not possible to go into any one thoroughly enough to derive any benefit therefrom. However, we must remember our objectives are informative, not vocational.

Students who have had such experiences as they get in a class of this kind are more intelligent consumers. They have different opinions about people in other types of work and they appreciate the position of "the other fellow." They are more efficient in conducting their own business of consumer living.



# PICTORIAL PEDAGOGY

THE editorial staff of the BUSINESS EDUCATION WORLD has long felt that much of the story it would like to bring to its readers is left untold because of the lack of appropriate pictures to make the story vivid and complete—action shots of teachers, students, parents, and employers, all engaged in making business education function effectively.

What a wealth of pictorial subject matter lies unused in each community because no practical plan has been put into effect to gather this material and make it available for classroom use!

The B.E.W. has decided to take the initiative in this pioneer field of pictorial pedagogy. The B.E.W. monthly picture contest starts immediately! There is no closing date for the contest. Send in your photographs as soon and as often as you wish. Each month the best photographs received up to the time the B.E.W. goes to press will be judged by a prominent board of photograph experts, and the winning photographs will be published. Examples of appropriate subjects are:

- A local industry of national or international importance, such as the toy factories at Winchendon.
- A local celebrity who was once an office worker.
- A prominent person using a typewriter.
- A shorthand writer reporting an important speech.
- A commercial class being conducted under some unusual circumstance, such as the high school classes that were held in railroad cars in Helena, Montana.

## Prizes

Every month three first prizes of \$5 will be offered: one to a teacher, one to a student, and one to a business employee. All other entrants submitting pictures that the judges consider of special merit will receive a prize of \$1, and the pictures will be published. In the case of ties, duplicate prizes will be awarded.

## Contest Rules

1. The contest is a strictly amateur event, open to anyone who does not earn his whole living by photography. If he has sold an occasional picture somewhere, at some time, he is still an amateur, and not a professional. Employees of the publishers of

this magazine and their families are not eligible to compete, neither are those engaged in the manufacture, sale, commercial finishing, or professional use of photographic goods.

2. Each picture should be accompanied by a short description of the picture and the circumstances under which it was taken.

3. Any make of camera, film, chemical, or paper may be used.

4. Developing and printing may be done by a photo finisher or by the entrant.

5. *No print or enlargement may be more than eight inches on the longest dimension.*

6. Pictures should not be mounted or framed.

7. Glossy-finished prints are preferred.

8. On the back of each picture submitted, paste a slip of paper bearing your name and address and stating whether you are a teacher, a student, or a business employee.

9. Mail as many pictures as often as you wish, and they will be judged for the succeeding month's contest. Mail pictures flat to A. A. Bowle, Amateur Picture Contest Editor, THE BUSINESS EDUCATION WORLD, 270 Madison Avenue, New York, N. Y.

10. No prints will be returned. *Do not send negatives—keep them for your own use.*

## Judges

The judges of the contest, whose decisions will be final, are:

ADOLF FASSBENDER, F.R.P.S., Founder of the Pictorial Forum, the foremost amateur photographic society of America.

R. T. NESMITH, President, Printer's Ink Monthly, and one of the leading commercial photographers of New York.

JACK PRICE, well-known newspaper cameraman, author of "News Photography," an authority on the subject of newspaper photography.

HARALD TORGESEN, Art Director, Printer's Ink Monthly. Secretary, Art Director's Club. Designer, sculptor, and photographer.

JOHN ROBERT GREGG, President, National Arts Club.

We hope that all our readers will enter this contest and also give it the widest possible publicity. Many schools have amateur camera clubs that welcome the opportunity to participate in contests of this type. Tell them about the B.E.W. Picture Contest and encourage them to participate.

Let's make the most of this opportunity to add a pictorial supplement to our text material and thus bring new life and interest into our classrooms.

# THE B.E.W. CAMERA

See preceding page for

PICTURES LIKE THE

(1) Luigi Pirandello, famous Italian dramatist, gives a lesson in training—pay day, bringing an envelope full of crackling trophies success! Many of those trophies are shorthand and typewriting (8) Will longhand disappear? (9) Ramsey MacDonald has served



**JOHN PRATT**  
INVENTOR OF FIRST PRACTICABLE  
TYPEWRITER. PAT. 1866  
BORN UNION S.C. APRIL 13,  
1831. DIED CHATTANOOGA  
TENN. JULY 21, 1905  
ERECTED BY  
UNION POST NO. 22, THE AMERICAN  
LEGION AND ITS AUXILIARY  
VOLUNTARY 676 SOCIETY OF FORT  
BRIGHT STUDENTS OF UNION  
SCHOOLS, UNDERWOOD LITHO  
FISHER CO. AND INTERESTED  
CITIZENS.

# A CONTEST IS ON!

For complete details

## WE WILL WIN PRIZES

port to his trusty typewriter. (2-3) A Montana earthquake  
ome great travellers! (4) The dream of the business student  
y ten-dollar bills. (5) Monument to John Pratt. (6) A swim-  
wards. (7) As quiet as a cat's paw is the modern typewriter.  
erviewed. Note the "verbater," as Charles Swem calls him.



# A BOOKKEEPING PROBLEM

**T**HE Frailey Business Letter Problem Contest is now in its second year, and each month's problem attracts a larger number of students and teacher participants. It appears that this contest is an ideal project in teaching business correspondence and in bringing more closely together the business office and the classroom.

One of B.E.W.'s most enthusiastic readers, Milton Briggs of the New Bedford, Massachusetts, High School, is of the opinion that a similar contest problem would be equally effective in teaching bookkeeping, and we are inclined to agree with him. Mr. Briggs proposes that the B.E.W. publish a series of short, close-to-life bookkeeping problems. The solution of each problem would call for some knowledge of the fundamental principles of bookkeeping, together with initiative, judgment, and neatness.

In his opinion, the problems should be easy, at the beginning of the series at least, in order to give the student with "A" effort but "C" brains a chance to prepare a satisfactory solution. The problem should be a student problem, in Mr. Briggs' opinion, because to appeal to teachers it would have to be too difficult for all but the most advanced students. A solution of this difficulty would

be to have one contest for students and another for teachers.

In order to ascertain the reaction of our readers to Mr. Briggs' suggestion, we are publishing a student problem this month prepared by him. If the returns warrant it, a monthly bookkeeping problem contest will be a regular feature of the B.E.W. Write us your frank opinion of the value of this contest, and also send us your constructive suggestions as to how it can be conducted to the best advantage of both teacher and student.

The invitation to submit contest problems will be extended to all our readers, and all problems accepted for publication will be paid for at our standard rate. For further details, see the December B.E.W.!

Mr. Briggs' problem for this month follows. When we wrote Mr. Briggs, approving his plan and asking him to send in this problem, he replied, "My hat has been off to the BUSINESS EDUCATION WORLD for many months; now my coat is off too, and my sleeves rolled up." This is a good motto to pass on to your students when they start to prepare the solution to his problem. Mr. Briggs addresses his problem to the student and suggests that the teacher read his story to the student just as he has written it.

## A Summer-Vacation Business Project

Milton Briggs

EDGAR RALSTON lives in a New England village named Pleasant Haven. Near the center of the village is a beautiful lake. On the shores of this lake are nearly a hundred summer cottages, occupied by families who come to Pleasant Haven to escape the heat of the city.

Edgar has just finished his second year at the high school. Being anxious to earn money for himself and to help his family, he has been thinking of a service he might provide the summer residents.

Edgar's mother and many of the other

women in his neighborhood are excellent cooks. These women bake bread, cakes, and pies, and make doughnuts and other good things to eat. Edgar's idea is to buy a quantity of these home-made good things one or two days each week and offer them for sale to the summer folks.

June 20 he finished school for the year. A week later, Edgar started out to call on each of the summer families. The results of his calls were far better than he had dreamed they would be. Thirty-two women told him they would be pleased to have him call once



Mr. Briggs' B.B.A. degree was granted *cum laude* by Boston University. He is a staunch supporter of business experience for business teachers. One of his published newspaper articles analyzed account books kept aboard whaling ships. His students write excellent business letters; so does he.

or twice each week to offer his home-made good things for sale.

Since most of the summer cottages are located close to the edge of the water, Edgar decides to use a rowboat to carry him and his products about the lake.

In his savings account Edgar has \$22.50. This he decides to use to get started in his business. Henry Hobbs, one of Edgar's neighbors, agrees to rent a rowboat to Edgar each Tuesday and Friday during the summer for 25 cents a trip. Since his business venture is only an experiment, Edgar thinks it would be better for him to hire a boat at this rate than to buy one just now.

Edgar decides to sell home-made bread, cakes, cup cakes, large and individual pies of all kinds, and doughnuts. He will take orders for these things first and deliver them a day or two later. This is best because otherwise there might be some things baked and not sold, which would, of course, cut into Edgar's profits. Following are the prices of the articles Edgar plans to sell, together with the prices he has agreed to pay the women for preparing them:

Article	Selling Price	Cost Price
White Bread, large loaf	.15	.10
Whole Wheat Bread, large loaf	.18	.12
Doughnuts, per dozen	.25	.15
Small Pies, each	.15	.10
Large Pies, each	.35	.25
Cup Cakes, per dozen	.35	.20
Large Cakes, each	.45	.30
Birthday Cakes, each	1.00	.80

Most of Edgar's business will be for cash; some of his customers, however, will charge

what they buy. Edgar has agreed to pay the women at the end of each week for whatever they have supplied him during that week.

Edgar has learned something about book-keeping in school. He is anxious to keep careful records so that he may know how much his profits are. To keep his records, he will use a cash book with special columns as shown in Form I and Form II.

To keep a record of what he owes the women who have agreed to keep him supplied with things to sell, he plans to use cards ruled like Form III. He will also use this form to keep a record of amounts owing to him by his customers.

Following the illustration on page 198, rule the form for Edgar's cash book. Also, on separate cards or slips of paper 6" by 3", rule forms similar to those illustrated, to be used when required for both customers and creditors. Ledger paper will serve for cards.

### The Contest Rules

1. This contest is open to any student enrolled in the commercial department of a private or public school.
2. Use ink or the typewriter and plain white paper, 8½" by 11".
3. Fasten all papers together securely, placing on top a title page carrying the following information:  
The Business Education World, November Book-keeping Problem  
Student's name in full  
Grade in school  
Name of school  
Address of school  
Name of bookkeeping instructor
4. Solutions will be marked on a scale of 10 points: accuracy, 6 points; neatness, 2 points; answer to related-thought question, 2 points.
5. Instructors are requested to mail all solutions in one package rather than having each student mail his solution separately. Solutions should be mailed flat and addressed to The Bookkeeping Contest Editor, THE BUSINESS EDUCATION WORLD, 270 Madison Avenue, New York, N. Y. All solutions must reach that destination on or before November 30.
6. Papers to be sent in for this problem are: Cash Book; Statement of Sales, Purchases, and Profit; and the paragraph answering the related-thought question.
7. The names of all students whose solutions receive a grade of 10 points will be published in the January, 1937, issue of the BUSINESS EDUCATION WORLD.

### CASH RECEIVED

Date		Received From	Bread Sales	Cake Sales	Doughnut Sales	Pie Sales	Total Received

FORM I

### CASH PAID OUT

Date	Paid To	Bread Purchases	Cake Purchases	Doughnut Purchases	Pie Purchases	Expenses	Total Paid Out

Form II

Below is the story of Edgar's business for the month of July. Using the forms that you have just prepared, record the transactions in ink or on the typewriter.

### Edgar's Transactions for July

July 1. I recorded my cash on hand, \$22.50.

July 2. I hired Mr. Hobbs' rowboat today and made my first trip around the lake to take orders for bread, pastry, and doughnuts. Here is a list of my orders:

*Mrs. Eleanor Cook.* 1 loaf white bread, 1 loaf whole-wheat bread, 1 orange layer cake, 6 doughnuts.

*Mrs. John Murphy.* 1 loaf whole wheat bread.

*Mrs. Lincoln Tripp.* 1 large blueberry pie.

Miss Elizabeth McDonald. 1 dozen cup cakes, 1 loaf white bread.

*Mrs. Albert Graham.* 3 small apple pies, 1 loaf white bread.

*Miss Janice Edwards.* 1 small peach pie.

Mrs. Oliver Boucher. 1 marble cake, 1 large frosted lemon pie, 2 loaves whole wheat bread.

**Mrs. William Turner.** 2 dozen doughnuts, 2 loaves white bread, 1 large apple pie.

Mrs. George Blease. 1 loaf white bread, 1 large apple pie.

*Mrs. John Brown.* 2 dozen doughnuts, 2 small apple pies, 1 loaf white bread.

Mrs. Samuel Lowe. 1 large chocolate layer cake,  
1 small apple pie.

Miss Alice Burke. 1 dozen cup cakes, 1 loaf whole wheat bread.

I have written each order on a form like No. IV.

My mother has agreed to bake the bread. Mrs. Myria King will make the cakes and cup cakes. Mrs. Lucy Roberts will make the doughnuts, and Mrs. John Dunham will make the pies. I gave them the orders I received, and they promised to have these things ready for me to deliver Friday morning, July 5.

I recorded my purchases as follows:

Mrs. James Ralston. 7 loaves white bread, 5 loaves whole wheat bread.

Mrs. Myria King. 3 large cakes, 2 dozen cup cakes.

*Mrs. Lucy Roberts.* 4½ dozen doughnuts.

Mrs. John Dunham, 4 large pics, 7 small pics.

July 5. Delivered bread, cakes, pies, and doughnuts ordered July 2. Received cash from all customers except Mrs. Lincoln Tripp and Mrs. George Bleas.

I entered on customers' cards for Mrs. Lincoln Tripp and Mrs. George Blease the amount and items for which they did not pay.

Paid rental for the rowboat, 2 days at 25 cents per day.

Paid Mrs. Dunham for the pies, Miss Roberts for the doughnuts, and Mrs. Myria King for the cakes.

Bought from the Canedy Paper Company, paper  
boxes for the cakes, pies, and doughnuts, wax paper,  
and string, for 75 cents.

July 6. Bought a whistle for 10 cents to use when taking and delivering orders. Will use this to notify the folks on the lake when I am getting near.

July 9. Made another trip around the lake today and took the following orders to be delivered Friday, July 12:

Mrs. Albert Graham. 2 small peach pies, 1 loaf white bread, 1 dozen cup cakes.





# STATEMENT OF SALES, PURCHASES, AND PROFIT FOR MONTH OF JULY, 193-

	Bread	Doughnuts	Cake	Pie	Total
Sales.....					
Deduct Cost of Goods Sold (Purchases)					
Gross Profit.....					
Deduct Expenses:					
Total Expenses.....					
Net Profit for July.....					

FORM V

Mrs. Peter Martin and Mrs. Susan Rowe paid me for the articles delivered July 12.

July 17. Ordered the following items to be ready for delivery July 19:

Mrs. James Ralston. 6 loaves white bread, 5 loaves whole wheat bread.

Miss Lucy Roberts. 3½ dozen doughnuts.

Mrs. John Dunham. 11 small pies, 2 large pies.

Mrs. Myria King. 5 dozen cup cakes, 3 large cakes, 1 birthday cake.

July 19. Delivered the articles ordered July 16. All customers paid me except Mrs. Charles Wright and Mrs. Eleanor Cook.

July 20. Paid my mother, Mrs. James Ralston, for bread supplied to date.

Paid Henry Hobbs 50 cents for rental of boat during the past week.

July 21. Paid Miss Lucy Roberts, Mrs. Myria King, and Mrs. John Dunham for articles ordered July 17.

July 23. Took orders today as follows:

Mrs. John Murphy. 1 loaf white bread, 1 loaf whole wheat bread, 1 large blueberry pie.

Mrs. Lincoln Tripp. 1 dozen doughnuts, 1 dozen cup cakes, 4 small blueberry pies.

Mrs. William Turner. 2 loaves whole wheat bread, 1 dozen doughnuts, 1 chocolate layer cake.

Miss Alice Burke. 1 dozen cup cakes, 1 marble cake, 1 dozen doughnuts.

Miss Doris Marks. 1 large lemon pie, 1 white bread.

Mrs. John Brown. 1 loaf whole wheat bread, 1 loaf white bread, 3 small blueberry pies.

Mrs. Charles Wright. 6 small pies, 3 blueberry and 3 lemon; 1 chocolate layer cake, 2 loaves white bread.

July 23. Mrs. Charles Wright and Mrs. Eleanor Cook paid for merchandise delivered to them July 19.

Ordered the following items to be ready July 26:

Mrs. James Ralston. 5 loaves white bread, 4 loaves whole wheat bread.

Mrs. Myria King. 2 dozen cup cakes, 3 large cakes.

Miss Lucy Roberts. 3 dozen doughnuts.

Mrs. John Dunham. 13 small pies, 2 large pies.

July 25. Bought for cash from the Canedy Paper Company an additional supply of paper boxes, 75¢.

July 26. Hired Mr. Hobbs's boat again for delivery of goods ordered last Tuesday. Received payment for all things delivered today. Paid Mr. Hobbs for use of rowboat, 50 cents.

July 28. Concluded the business for the month by paying mother, Mrs. King, Miss Roberts, and Mrs. Dunham for their services to date.

## Instructions to Students

After you have completed making the cash-book entries, find the totals of all columns and the cash on hand. Then rule the cash book.

Prepare a statement to determine the amount of Edgar's profit as a result of his business operations for the month of July. Use Form V.

RELATED-THOUGHT QUESTION: What suggestions would you make to Edgar Ralston for improvements either in his bookkeeping system or in his business methods? Write only one paragraph.

Permission is hereby granted to bookkeeping instructors to duplicate this problem so as to supply students with individual copies.

# Ex Nudo Pacto Non Oritur Actio

"No cause of action arises from a bare promise"

Cuddie E. Davidson

*The average citizen possesses a fair knowledge of the law if he understands our legal maxims. Mr. Davidson has been invited to interpret from month to month some of the most important ones*

**I**N teaching commercial law, the writer has discovered that most students readily grasp the meaning of four of the essential elements of a contract, but grope hopelessly in the dark when the fifth—consideration—is discussed. Competent parties, mutual assent, legal subject matter, and required form are all easily understood, but consideration—that's a different matter!

Here, we find the very quintessence of the essentials of a valid, binding contract. It is the consideration that distinguishes the contract from a gift. A promise, unsupported by a consideration, may result in a most solemn moral obligation to perform, yet stand wholly unenforceable in law.

Just what is this thing called consideration? To the average student, it can mean only one thing—money, or a tangible, material substance that can be measured in terms of dollars and cents. Yet,

If one man promises to give another a hundred pounds, there is no consideration moving from the one to whom the promise is given, and therefore there is nothing binding on the promisor.

Consideration has been variously defined by textbook writers, law makers, and courts. One will say that it is the underlying, moving

cause or reason for the promise; another states that it consists of the giving up of a privilege or right in return for the promise; still another defines it as a detriment to be suffered by the promisee.

Perhaps the term may be more fully defined and more clearly understood as:

The undertaking of one to do that which he is not obligated to perform, to suffer a detriment or restraint not imposed by law, or to forbear from doing that which he has a right to do, in return for the promise of another.

With this definition in mind, the truth and force of our maxim becomes apparent.

With the definition thoroughly understood, we may well consider the qualifying adjectives *valid* and *sufficient*.

To be valid, the consideration must be a legal one; i.e., the thing to be done must be such as is not prohibited by law, nor against public morals or safety. Further, there is a very fine distinction drawn between adequacy and sufficiency. It is well established that, in the absence of fraud, the courts will not inquire into nor set aside agreements because of a mere inadequacy of consideration. It is sufficient if *any* consideration for a promise may be shown.

Hence, a promise to exchange a five-hundred-dollar article for one valued at only one cent may conceivably constitute a consideration sufficient to support the contract. Likewise, regardless of the amount stated as the purchase price in a deed, the seal alone is held to import a sufficient consideration for the obligation of the grantor to pass title to real property to his grantee. The conclusion, then, is that *amount* or *value* is not the test of a valid consideration, but whether or not there is a *moving cause or reason* for the promise.



Mr. Davidson, of the Miller Schools, New York City, was formerly a county judge in Oklahoma. He is a graduate (LL.B.) of the Chicago Law School. His professional interests include the teaching of legal stenography. Hobby: "Wife and three children keep me busy!"

# THE COUNTING HOUSE

James A. McFadzen, Editor

*H. C. Bentley founded the Bentley School of Accounting and Finance in Boston in 1919, with an enrollment of 29 students. During the academic year 1934-1935, the enrollment was 2,128, making it one of the largest schools in the United States devoted exclusively to training men in accounting and finance. Opportunities in accounting are described in this month's department by Mr. Bentley.*

MUCH is said about a *general training for business*, which provides some knowledge about many subjects but not much about any one. Such a training may be satisfactory for one who does not have to depend upon his ability and initiative to get ahead. But the young man who must rely upon the quality of his services for a livelihood and who must make his own way independently may well heed the advice of our industrial leaders who have risen from obscurity to prominence and whose counsel is, "Learn to do well some one thing for which there is a demand in business, and your services will be sought."

Secure earning power can never belong to the unskilled. It is solely the property of those who can do needful things superlatively well.

The men who are contributing most to progress are those who have had the vision to specialize. They are the outstanding men in art, science, and business.

In order to succeed in any skilled vocation, specialized education is necessary. This fact applies to business quite as much as to engineering, medicine, or the fine arts.

The growth of our industrial and financial enterprises has made it necessary to departmentalize business organizations, each department being in the charge of a specialist. This practice has created a demand for skilled department heads and assistants and has opened attractive fields for those qualified to render specialized administrative service.

The accounting department offers excellent opportunities for the man who aspires to an

executive position. It is in this department that the results of the activities of a business are recorded, interpreted, and made the determining factors in shaping the administrative policies. This is, indeed, the department of vital statistics, the department in which an analytical study of the entire business can best be made, and the department in which a man can make his start in a type of specialization that will be as deep as he wishes to make it and as broad as the business itself.

From the accounting department have come most of the treasurers and many of the presidents of our large business corporations. Through their work as accountants, these men developed certain qualities necessary for executive work; they learned to seek facts, to weigh evidence, to analyze figures, and to base accurate judgments on results found.

Business executives look to the accounting department for authentic, up-to-the-minute information to aid them in administrative activities. The destiny of every great enterprise is guided by policies based upon statistics, statements, and reports prepared by the accounting department.

## Public Accounting

The practice of public accounting is carried on by firms and individuals who offer their services to the public, in the same manner in which lawyers, consulting engineers, and architects offer their services.

Those employed in public accounting are given titles such as junior accountants, senior accountants, supervising accountants, resident managers, and firm members.

The province of the practicing public accountant is to serve clients in all matters requiring accounting skill—whether it be the designing and installing of an accounting system, writing up the books, conducting an audit or investigation, preparing federal and state tax returns, or rendering some other type of professional service within the scope of public-accounting practice.

It is impossible to determine the exact number of living certified public accountants in the United States. The most reliable sources of information available show that the number is approximately 16,250. About 80 per cent (13,000) are employed in public accounting, and the rest are employed in business, government, and teaching.

The number of men employed in public accounting is estimated as follows:

Certified .....	(33⅓%)	13,000
Not Certified .....	(66⅔%)	26,000
Total .....		39,000

Each state has what is generally termed a C.P.A. Law, which provides for issuing a certificate to those complying with the law and the regulations of the Board of Examiners. The certificate entitles one to use the words Certified Public Accountant, or the letters C.P.A., to indicate that he has met the prescribed requirements.

Although the C.P.A. laws are not uniform, the requirements of Massachusetts, which are stated briefly hereunder, are similar to those of many other states.

The applicant must be an American citizen at least twenty-one years of age, with an academic education equivalent to graduation from a four-year day high school. He is required to pass an examination in auditing, theory of accounts, practical accounting, and business law. Examinations are held annually in November.

A certificate will not be issued to an applicant who passes the examination unless he has had at least three years' experience in public accounting of a character satisfactory to the Board.

### Commercial Accounting

The field of commercial accounting embraces the work of all persons, other than public accountants, who are engaged in rendering accounting service, regardless of whether the service performed is of major or minor rank. It includes accounting clerks, bookkeepers, statisticians, income-tax specialists, accountants, general auditors, assistant treasurers, and controllers.

The range is from a bookkeeper for a small grocery store to the chief accountant of the United States Steel Corporation; from a cost clerk in a small manufacturing company to the cost accountant of the Ford Motor Company; from an audit clerk in a bank

to the general auditor of Sears, Roebuck and Company; and from an assistant bookkeeper in an electrical-supply house to the controller of the General Electric Company.

Today, some of our largest business corporations employ more than five hundred men in their accounting departments. There are thousands of accountants earning from \$5,000 to \$15,000 a year, and thousands of men holding executive positions who were formerly engaged in accounting work. There are also thousands who are earning small salaries.

### Opportunities and Remuneration

It is estimated that public-accounting firms throughout the United States add not more than an average of three hundred men to their permanent staffs annually. The volume of work in public accounting reaches its peak during the period from January 1 to April 1, and it is necessary to employ temporarily a large number of men for this seasonal requirement. In most cases, these temporary staff members are employed for three months or less.

From information obtained from the latest United States census and other sources, it is estimated that the number of men employed in major and minor positions in accounting (exclusive of public accounting), credits, and financial management is approximately two million, or fifty to each one employed in public accounting.

The salaries in commercial and public accounting may reasonably be expected to range for the most part within the limits indicated hereunder.

#### COMMERCIAL ACCOUNTING

Clerks and bookkeepers of minor grade .....	\$1,000 to \$2,400
Bookkeepers, cost accountants, office managers, and auditors of intermediate grade .....	2,400 to 4,500
Chief accountants, office managers, cost accountants, and auditors of major grade .....	4,500 to 10,000
General auditors, controllers, and assistant treasurers for some large corporations .....	7,500 to 20,000

#### PUBLIC ACCOUNTING

Juniors and semi-seniors .....	\$1,200 to \$3,000
Seniors .....	3,000 to 6,000
Supervisors .....	5,000 to 7,500

# Case-Problem Method of Teaching Business Law

Harvey A. Andruss

**L**AW in business is demanding an increasing amount of time and attention from the high schools and colleges of our country.

The tendency to lengthen the course from one semester or one-half year to one year is accompanied by the development of the case problem as a teaching and testing device. Recognition of business law as an entrance credit for students matriculating in college has enhanced the favorable attitude toward the subject. It is now a desirable elective in both vocational and academic curricula.

Colleges training lawyers or business executives have used the reports of legal decisions as the basis of instruction for more than twenty years. Actual situations in a legal atmosphere, where exact nomenclature is used to arrive at exact results, have commended this method of teaching.

Adult minds respond to this method, but the high school junior or senior has great difficulty "learning the lingo of law." Interest wanes before lifelike case material can be introduced to motivate interest. These difficulties are almost insurmountable when a teacher of bookkeeping, shorthand, typewriting, or social studies is required to begin the teaching of business law with little preparation and no interest in the subject.

The question-answer, recitation, and lecture procedures are used in class to lead the beginner through a maze of legal vocabulary.

Mr. Andruss, Director of the Department of Commerce, State Teachers College, Bloomsburg, Pennsylvania, is a graduate of the University of Oklahoma and received his M.B.A. from Northwestern. He has done research for the Investment Bankers Association and is a well-known author on commercial law and bookkeeping.



Early recitations are on the recall of memorized words or statements. Legal principles can be recognized or learned through lecture-question-answer-recitation devices, but there is little opportunity for the *application* of learning to the actual conflict causing a case to be taken to court.

If law is taught by the same methods as social studies, the results will be equally unsatisfactory. Knowledge will result, but students will lack the ability to apply it. The "history" approach in teaching social studies over-emphasizes names, dates, wars, and hero worship as the means of building citizenship and patriotism.

Knowing that all contracts require an offer and an acceptance is one thing, but determining when a quotation of prices is an offer and when it is an invitation to an offer is another thing. Too often, such knowledge is useless, because its application does not automatically occur when the need arises.

The decided case remains the sole means of teaching the application of legal principles previously learned. The complete report of a case running into many pages is not a feasible means of acquainting the sixteen-to-eighteen-year-old student with legal decisions. To require the briefing of cases in terms of facts, questions, legal point involved, and decisions is the procedure of the collegiate school of business or law, not of the secondary school.

Time spent in studying law, the immaturity of the students, differences in objectives, and other considerations are the reasons for adapting the case method into the form of the case problem for high school instructional purposes. Facts must be abbreviated, pertinent questions must be asked, and the student must be led, step by step, to the legal conclusion. The case problem is an attempt to adapt the case method of the law school to the high school. Success has attended the use of the case problem. Further refinement through use is to be expected.



### AN EXAMPLE OF THE CASE PROBLEM

**DIRECTIONS:** Read the facts of the cases carefully. Answer each question by checking in one of the ( V ) to indicate your answer. Then write a short explanation giving the reason for your answer.

**FACTS:** Clemm, when 19 years of age, bought a farm from Adams, paying him \$5,000 in cash. Two years later Clemm demanded the return of his money and offered Adams a deed and possession of the farm. Adams refused.

- |  |         |
|--|---------|
| (1) If Clemm brings suit, who will be the defendant? Adams ( V ) Clemm ( )   | ( 1 ) 1 |
| <i>Explanation:</i> The person who is sued in an action at law is the defendant, for he must defend himself against the charges. | ( 2 ) 2 |
| (2) Was Clemm a minor when he bought the farm? Yes ( ) No ( )  | ( ) 1   |
| <i>Explanation:</i>  | ( ) 3   |

### A CASE PROBLEM-POINT TEST

**DIRECTIONS:** Read the case facts carefully. Check in one of the two ( V ) following each question, to indicate your answer. Then select the reason for your answer and place a letter in the ( ) provided at the right.

- |  |              |
|--|--------------|
| <b>FACTS:</b> (Same as in previous problem.)   | <b>Score</b> |
| (1) If Clemm brings suit, who will be the defendant? Adams ( V ) Clemm ( )   | ( 1 ) 1      |
| Because (a) Clemm is only 19 years of age; (b) Clemm is the plaintiff; (c) Adams is the person being sued; (d) Adams is an adult | ( c ) 4      |

### The Case Problem

The students' ability to apply legal principles may be developed by having them answer questions based on facts surrounding a case that has been decided by a supreme, superior, or appellate court.

An answer of "yes" or "no" is not enough, since guessing is likely to render this procedure of questionable value. Each "yes" or "no" answer should be supplemented by a short written statement of the explanation.

Assignments of this kind in work books may be completed at home or during the class study period. If the case problem is used as a test, reasons or explanations are scored as worth 2 or 3 points, while yes-or-no answers are scored 1 point.

An illustration of the case problem, arranged for scoring, is shown above.<sup>1</sup>

A valid examination in business law consists of new-type tests to evaluate the knowledge of legal principles, plus the case problem-point test to measure the ability of the student to apply legal principles.

The case problem test or the case problem-point test may be scored so as to give credit for the correct answer without the correct reason; however, it seems that unless the student can select the correct reason in the latter test he should not receive credit for the right answer.

<sup>1</sup>The first question is answered and a reason given to illustrate the scoring.

These application devices may be used when instruction is carried on by the unit method.

Five or six questions may be needed to bring the student to decide the last question—whether Clemm can recover the \$5,000. Each question leads the student nearer to the point of the case, which is the right of a minor to disaffirm his contract within a reasonable time after he reaches his majority.

The arranging of reasons in multiple-response form facilitates the correction of test papers in class by students. If this is thought desirable, the case problem-point test is probably the better form to use.

### The Case Problem-Point Test

Whereas the case problem may be used for teaching or testing purposes, the case problem-point test is a pure evaluating device. It should be used along with new-type tests to determine the students' ability to apply legal principles.

The yes-or-no answer is scored 1 point. The reasons or explanations are scored as many points as there are possible choices. If there are three reasons, from which the student chooses the correct one to justify his answer, the score is 3 points. This is an adaptation of the multiple-choice response test with natural weighting to provide for the differences in difficulty and reading time of the problems.

# The Lamp of Experience

Harriet P. Banker, Editor

*Patrick Henry said, "I have but one lamp by which my feet are guided, and that is the lamp of experience." Through this department, teachers benefit from the experience of their colleagues*

I FOUND a football contest, which I used in the Typing I class, helpful as an incentive to greater emphasis on accuracy. The class was divided into two teams, each with a captain. It was the duty of the captain to inspire the members of his team and to secure the cooperation of those who did not sufficiently emphasize accuracy.

The score board, which may be drawn on the blackboard, was divided into half by a horizontal line through the center, one half being assigned to one team, and the other half to the other team. It was also divided by vertical ruling into seven columns to accommodate the following headings: Name of the Team, Yards Gained, Penalties, Net Yards, Touchdowns, Extra Point, Score. The game consisted of four quarters (tests) of ten minutes each. The yardage was figured as follows:

GAINS	Yards
Each perfect test .....	15
Each test with 1 error .....	12
Each test with 2 errors .....	10
Each test with 3 errors .....	8
Each test with 4 errors .....	5
Each test with 5 errors .....	2

A team average of 15-19 words per minute, 5 yards additional.

A team average of 20 or more words per minute, 10 yards additional.

Five or more perfect tests on a team, 15 yards additional.

PENALTIES	Yards
Each test with 6 errors .....	1
Each test with 7 errors .....	3
Each test with 8 errors .....	5
Each test with 9 errors .....	8
Each test with 10 or more errors .....	10

Team average of less than 12 words per minute, 5 yards.

An extra point goes to the team whose players have made no errors in technique.—*Edna L. Murphy, High School, Coin, Iowa.*

• A FEW MONTHS ago a Teacher's Grading Scale, originated by William T. Elliott, of the Hammond (Indiana) High School, came to our attention.

The scale may be used for tests consisting of any number of questions from five to one hundred. The pupil's percentage grade is given for any number of errors he may make, so that at a glance the correct grade may be ascertained.

To use the chart, the errors are first checked on the pupil's paper. The teacher then refers to the page of the scale on which the data is given that is applicable to a test consisting of the same number of questions as are given in the test being corrected. Under the heading that corresponds to the number of questions on the test, the possible number of errors are tabulated, with the proper grade for each error.

In addition, the scale contains several pages of averages to be used in determining the pupil's average grade over a period of time. The scale of averages covers any number of tests from three to fourteen.

This grading scale, which sells for fifty cents, may be obtained directly from Mr. Elliott, by addressing him at 7023 Woodlawn Avenue, Hammond, Indiana.

## Dictation Guide

• THE FIGURES in the top row of the dictation guide shown in the accompanying illustration indicate different dictation speeds. The guide is so arranged that the teacher may increase the rate of dictation ten words a minute if he desires.

The other figures in the columns show where the second hand of the watch should be as each group of twenty words is dictated. The guide is worked out for twenty-

word groups, but it may easily be used for matter counted in ten-word groups. The purpose of the guide is to help teachers in dictating material that is counted in either ten- or twenty-word groups.

The guide takes the dictation, regardless of the rate, through only two-minutes. The reason for this is that at the end of two minutes, the second hand will always be at sixty, whereas, if worked out for but one minute, the second hand would not always be at sixty for the different rates of dictation.

If the dictation is to continue for more than two minutes, the dictator begins at the top of the column again, a much easier procedure than to keep his place in a longer column. Another advantage of the two-minute arrangement is that it permits one to make a guide small enough to be carried about conveniently.

The different positions at which the second hand should be during the dictation of the first minute are indicated by black figures. As soon as the dictation goes into the second minute period, the figures change to red. This change in colors facilitates reading.

The following directions for using are typed on the back of the guide:

To dictate, for example, at 70 words a minute, move the slide so that the top of the slot is at 70. The first figure below the rate is 17. This means that you should dictate the first twenty words in seventeen seconds; the second hand of your watch should be at 17. The next figure, 34, shows that the second hand of the watch should be at 34 when you have finished dictating the next twenty words. When you have finished dictating sixty words, the second hand should be at 51. When eighty words have been dictated, the second hand should be at 8.

If you dictate for more than two minutes at a time, begin at the top of the column again.

The slide referred to in these directions may be made from a piece of art paper (blue is the color suggested) eight inches long and  $1\frac{1}{4}$  inches wide. One end of the strip is lapped over the other and pasted down securely. Then the slide is creased so that it will fit, yet slide easily over the surface of the guide. A rectangular slot,  $2\frac{7}{8}$  inches long and  $\frac{1}{4}$  inch wide, is cut into the slide.

Both the guide and the directions may be typed on white paper of ordinary weight and then pasted on a piece of light-weight cardboard. For further protection, a piece of cellophane may be pasted over both surfaces.—*John Batiste, Mt. Pleasant Township High School, Mt. Pleasant, Pa.*

60	70	80	90	100	110	120	130	140	150	160	170	180	190	200											
60	40	30	24	20	17	15	13	12	11	10	9	8	8	7	7	6	6	6	6	6	6	6	6	6	6
20	60	48	40	34	30	26	24	22	20	18	17	16	15	14	13	12	12	12	12	12	12	12	12	12	12
40	80	72	60	51	45	40	36	33	30	27	25	24	22	21	20	19	18	18	18	18	18	18	18	18	18
80	20	08	60	55	48	44	40	37	34	32	30	28	26	25	24	23	22	21	20	19	18	17	16	15	14
	40	25	15	06	60	55	50	46	42	40	37	35	33	31	30	29	28	27	26	25	24	23	22	21	20
	60	42	30	20	12	04	60	55	51	48	45	42	40	38	36	34	32	30	28	26	24	22	20	18	16
		60	48	35	24	17	10	04	60	56	52	49	46	44	42	40	38	36	34	32	30	28	26	24	22
			60	47	36	28	20	14	09	04	60	56	53	50	48	46	44	42	40	38	36	34	32	30	28
				60	48	39	30	23	17	12	07	03	60	57	54	51	49	47	45	43	41	39	37	35	33
					60	40	32	25	20	15	10	06	03	60	58	55	52	50	48	46	44	42	40	38	36
						60	50	41	34	28	22	17	13	09	06	60	59	56	53	51	49	47	45	43	41
							60	51	42	36	30	24	20	16	12	60	60	57	54	52	50	48	46	44	42
								60	51	44	37	31	26	22	18	60	60	58	55	53	51	49	47	45	43
									60	52	46	39	33	28	24	60	60	59	56	54	52	50	48	46	44
										60	52	46	40	35	30	60	60	60	57	55	53	51	49	47	45
											60	52	46	41	36	60	60	60	58	56	54	52	50	48	46
												60	52	46	42	60	60	60	59	57	55	53	51	49	47
													60	52	46	60	60	60	60	59	57	55	53	51	49
														60	52	60	60	60	60	60	59	57	55	53	51
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THE DICTATION GUIDE SET FOR DICTATION AT 80 WORDS A MINUTE

# Commercial Education in Canada

Edwin C. Johnstone  
State Teachers College, Tempe, Arizona

A GENERAL survey of commercial education in the public secondary schools of Canada, excluding the Province of Quebec, was made by the writer in 1936, in partial fulfillment of the requirements for the degree of Master of Science at the University of Southern California.

An analysis of the questionnaire replies from 50 schools and 257 commercial teachers, in addition to data obtained from professional literature, university catalogues, and official reports, disclosed the following information regarding commercial education in the public high schools of Canada.

Thirty-five and six-tenths per cent of the secondary pupils are enrolled in commercial subjects.

Sixty-six and eight-tenths per cent of the commercial pupils are enrolled in general commercial courses.

There are more than twice as many girls as boys enrolled in commercial classes.

Typewriting, shorthand, spelling, penmanship, business English, business arithmetic, and bookkeeping rank in order with respect to enrollment.

There are three times as many girls as boys enrolled in typewriting, shorthand, spelling, junior business training, history of commerce, occupations, and salesmanship and advertising.

Commercial enrollments have increased 17.1 per cent since 1930.

Commercial equipment in the smaller schools is very meager. For the Dominion as a whole, the principal kinds of equipment are typewriters, calculating machines, filing cabinets, and duplicators.

The five most frequently offered commercial curricula are, in order: general course, special one-year course, special accountancy, stenography, and special secretarial.

The schools of Ontario provide a greater variety of commercial courses than do other provinces.

The amount of time devoted to commercial subjects in the various commercial curricula varies from 45 per cent to 100 per cent.

Shorthand, typewriting, bookkeeping, and office practice generally predominate over other commercial subjects.

The degree of specialization for first-year pupils is as great as for pupils of other grades.

The ten commercial subjects most frequently offered are, in the order named: Shorthand I, Typewriting I, Shorthand II, Typewriting II, Bookkeeping I, Business Arithmetic I, Business English I, Spelling I, Bookkeeping II, and Business English II.

Each commercial subject is usually taught five 40-minute periods a week for forty weeks.

Banking and exchange, general business training, business organization, office machines, transcription, business law, and office practice are frequently offered in connection with other subjects.

Of the subjects added since 1930, junior business training was most frequently mentioned.

Of the subjects dropped from first-year programs, shorthand and bookkeeping were most frequently mentioned.

Of the commercial teachers, 59 per cent are men and 41 per cent are women.

One-fourth of the commercial teachers are under the age of thirty; nearly half are between thirty and thirty-nine; less than one-fourth are between forty and forty-nine.

Nearly half the teachers are receiving a salary less than \$2,000; 70 per cent are getting less than \$2,500.

Of the Ontario teachers, 65.6 per cent hold the commercial specialist certificate.

More than 18 per cent of the teachers have no college degrees; 8 per cent have master's degrees.

Sixty-four per cent of the teachers have had more than five years' experience teaching business subjects in high school.

Shorthand, typewriting, bookkeeping, penmanship, spelling, business English, business law, office practice, and business arithmetic rank in order as the subjects most frequently taught by commercial teachers.

Educational psychology, classroom methods, history of education, observation and practice teaching, principles of education, school management, philosophy of education, and tests and measurements rank in order as the education subjects most frequently offered by Canadian universities.

The business subjects most frequently offered by Canadian universities are: principles of economics, history of commerce, money and banking, international trade, economic geography, accountancy, commercial law, business finance, statistics, and economic problems.

• **FEDERAL INSTITUTE**, Tyler, Texas, "A Professional School of Business," began its third year by moving into its new building, said by educators to be one of the most modern and best equipped in the Southwest. The school has the same entrance requirements as colleges and universities. Attendance is limited to 125 students. Building plans call for an additional structure to provide outdoor social activity rooms for the student body.

# Case Studies in Business English

E. Lillian Hutchinson

*In this article, which is continued from the October issue, Miss Hutchinson gives further hints on presenting an important and troublesome topic of English*

## 3—STILL MORE RESTRICTIONS

LAST month we began a study of those bugaboos of many an English classroom, restrictive and non-restrictive elements, both clauses and phrases, in sentences. We preferred, however, to call these elements "essential" and "non-essential" elements, respectively, in an endeavor to use terms more meaningful to the average student.

We gave two simple hints as a starter in helping students to punctuate correctly sentences containing these elements.

### Adjective Clauses

This article brings us to more difficult cases. First, let's study the punctuating of adjective clauses, the clauses that qualify a noun or a noun element. These clauses are introduced by relative pronouns and always follow the main clause. They may be either essential or non-essential.

Here are some students' sentences, incorrectly punctuated, containing *essential* adjective clauses. Commas should *not* have been inserted before and after the clauses.

There are charitable associations, which will assist your son with little or no publicity.

Anyone, who keeps his premiums paid to date, will receive full benefits.

I regret to tell you that the secretarial position, for which your son applied, has been filled.

We found these retailers and other firms, that had been dealing with them, make the same report.

The one, who makes the largest percent gain, will be given a large, juicy turkey.

If students making these and similar errors are asked to check these sentences with the definitions of "essential elements" that were given in the October article, they will begin to understand the differences.

On the other hand, here are some sentences containing non-essential adjective

clauses from which students omitted the necessary commas. This is a commoner mistake than the inclusion of unwanted commas around essential elements. (Extra space occurs wherever a comma should have been used.)

At the end of every month all our unsold clothing goes to the Associated Welfare League which has its offices at 30 Main Street.

We have proof that Mr. Burton who was driving at 50 miles an hour failed to obey the red light.

Mr. Perkins who has been with us a number of years has never had an accident.

Our insurance company which has sole charge of investigating such accidents has made a complete report on this case.

The officials of the Stern Advertising Company of which your husband is an employee are urging their men to reach the peak of their sales this year.

Again, we suggest the application of the tests for non-essential clauses. Point out to your students that the non-essential clauses really say, "And this might also be added," concerning the nouns they qualify.

This seems to be the appropriate point for commenting on the advisability or the inadvisability of trying to teach the distinction between *which* and *that* as relative pronouns. Although accurate writers and editors are most careful to use *that* in introducing essential clauses and *which* for non-essential clauses, many of our "quality" magazines and newspapers make no distinction between these relatives. They evidently consider this convention, like the split infinitive, the split verb, and the preposition at the end of a sentence, a pedantic distinction.

It is true, of course, that all grammars make this distinction. If a writer once becomes accustomed to choosing the correct word, the wrong word grates on his sensibili-

ties. But my experience has been that the introduction of this point while trying to teach the differences between essential and non-essential clauses confuses students unnecessarily. It is more important for them to grasp the difference between the meaning and punctuation of the clauses, and then take up the difference in the words. After all, the typist only writes what is dictated to him—and few dictators make the distinction.

### Adverb Clauses

When students have really mastered the real difference between essential and non-essential adjective clauses, they will extend the reasoning readily to adverbial clauses. We shall discuss here only adverbial clauses that follow the main clause, for we saw in the October article that those that precede the main clause should be followed by commas anyway.

Here are some students' sentences, incorrectly punctuated, containing *essential* adverbial clauses. There should be no commas before the clauses.

We sent you a reminder, when we saw your policy was expiring.

We had selected an applicant, before your letter came.

Your letter indicated, where we made our mistake.

We must cancel your policy, if we do not receive your premium at once.

I was deeply touched, as I read your letter.

There has been a great improvement in the returns, since the new rule went into effect.

We are always glad to come to the assistance of our patrons, whenever we can.

You can readily see the complications that would arise, if we were to make exceptions to our rules.

We enforce this regulation, so that all will be treated alike.

Likewise, here is a group of non-essential adverbial clauses from the same lot of students' letters, in which the necessary commas have been omitted. (Again, extra space occurs wherever a comma should have appeared.)

I want to thank you for your interesting letter as I understand the position in which you find yourself.

People who are undeserving seem to be able to get help while the more deserving are left in distress.

I am greatly anticipating my next visit to your

town when I expect to drop in to see you all.

Ask your son to call at the Club where he will be given every consideration.

We must refuse the request since we cannot make an exception to our rule.

Your check was received on the 20th after the policy had expired.

I wish I could hire your daughter because I know she is a capable girl.

Please report Monday morning so that we may start at once.

I cannot accede to your request though I should very like to do so.

For remedial teaching on both the preceding groups, we can only refer again to the tests for essential and non-essential elements enumerated in the October article.

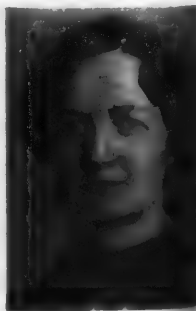
Well, I think this is about all we have to say regarding clauses. ("Thank goodness!" do we hear you say?) Next month we will turn our attention to the remaining group of essential and non-essential elements—phrases.

### Personal Notes

• LEO OSTERMAN, who organized the commercial department of the Perry, Illinois, High School three years ago, is now on the faculty of Hebron College and Academy, Nebraska. He teaches commercial and civil service courses and is dean of men. During the past summer he was associated with the Veterans Administration Department, in Washington, D. C. He is a graduate of the Western Illinois State Teachers College.

• ANNIE HAMMOND has accepted a position in the department of business education, Western Carolina Teachers College, Cullowhee, North Carolina. Before taking over her new work, she was head of the business department of Madisonville, Kentucky, High School.

Miss Hammond holds the degrees of B.C.S. from Bowling Green College of Commerce and A.B. and M.A. in Commerce from the University of Kentucky.





# A PERSONALITY TESTING PLAN

L. A. Orr

*Your seniors are skilled—but objectionable traits may keep some of them from success. Here is a practical plan that offers an incentive for developing personality*

A HARVARD survey shows that 65 per cent of the employees who lose their jobs lose them through a lack of desirable personality traits, while but 35 per cent lose their jobs because of a lack of technical ability. A Carnegie Foundation report reveals an even more surprising condition, for it shows that 85 per cent lose their jobs through a lack of personality and but 15 per cent through a lack of technical ability.

Contest records show that over a period of many years there has been a steady and consistent increase in shorthand and typing speeds.

We, as commercial teachers, must meet the challenge in these figures. We must also shoulder the responsibility for developing desirable personality traits in our students as well as for training them in the acquisition of the basic technical skills.

In the following paragraphs I shall describe the Illinois State Personality Contests held in the Grant Community High School, Ingleside, Illinois. The students who have taken part in these contests, as well as teachers and judges, are one in their opinion that these contests are a strong incentive for developing the personality of the students so that they may be better prepared for life.

L. A. Orr teaches (days) at Grant Community High School, Ingleside, Illinois, and divides his evenings among Lake View Evening School and Pierson Business College, both in Chicago, and Lake College of Commerce, Waukegan, Illinois. In his spare time, he is enthusiastic about personality contests. (Puzzle: When does he sleep?)



The Illinois State Personality Contest is an attempt to find the student who truly merits the title "Honor Student." The qualifications for entry in the contest are as follows:

1. The contestant must be in the upper 25 per cent of the graduating class.
2. The contestant must have participated in five, preferably more, extra-curricular activities during the entire high school course. The importance of the part played in these extra-curricular activities is weighed and graded accordingly. Any outside activity that does not carry credit toward graduation is considered extra-curricular.

Because a great many high school graduates do not go to college but must be prepared to earn a livelihood upon graduation, the students who enter the contest are tested on one skill subject—typing, shorthand, or bookkeeping. A ten-minute test is given in typing, a three-minute test in shorthand, and a test of one hundred questions in bookkeeping. Grades are scaled according to rank.

The day of the contest, a social-attitudes test is given, the results of which reveal the student's attitude toward his fellow students and his home life. The answers to the 150 questions in this test disclose many things that would otherwise require too long an interview.

Each student is then given a three-minute interview and is rated on the thirteen personal traits listed at the end of this article. The judges check these thirteen traits at the close of the interviews. The student with the highest total points is then declared the Honor Student and the winner of the contest.

The satisfactory results of the Illinois State Personality Contest may prove an inducement to state contest managers to add a similar feature to their regular contests. Two precautions should be taken:

1. Every teacher should receive adequate information in regard to the contest.

2. Competent judges who have had experience in working with youth should be appointed. (We suggest personnel managers, progressive school principals, teachers, and members of the legal profession.)

State universities, teachers' colleges, private colleges, business schools, and high schools are in a splendid position to make personality contests a part of their programs. The possibilities are many and varied for state-wide contests, or for inter-school contests of local or neighboring schools.

The test has been given by the author to his students in several different types of schools and in every case with a fine reception on the part of the student body. Since the principal object of the test is to acquaint each student with himself, it is much better that the papers should not be handed in.

Most of the work done in personality development reminds one of Mark Twain's remark: "Everybody talks about the weather, but no one does anything about it."

Just talking about personality does very little good. But in the Illinois State Contest we have made a start, and in the right direction, we think. We are encouraged in our efforts by the statements made by judges, teachers, and students, who unanimously uphold the contests for their exceptional value in the development of personality.

## Objectives of the Personality Contest

1. To aid teachers in developing high school students of well-rounded personality.
2. To set definite objectives for high school students to work toward.
3. To give students a true concept of personality.
4. To give students an idea of the nature of an interview when applying for a job.
5. To give teachers an opportunity to talk about individual problems, such as voice, posture and grooming, that are otherwise difficult to discuss.
6. To aid teachers in solving disciplinary problems.
7. To make students aware of and eager to correct their weaknesses.
8. To develop a better understanding between student and teacher.
9. To make students conscious of the importance of personality in the business world.
10. To make students conscious of the importance of personality in their social life.
11. To give students a better understanding of people.
12. To make the student realize that a major objective of education is personality development.

A detailed score sheet is used in marking for personality and personal appearance. The following points are observed, and each point is given a score of from 1 to 5:

1. *Posture as to walking, sitting, and standing*: Poor; Fair; Good; Very good; Excellent.
2. *Clothing*: Lacking cleanliness; Ill kept, untidy; Neat; Neat and appropriately dressed; Tastefully dressed, Appropriate.
3. *Hair*: Dirty; Unkempt; Showing ordinary care; Well groomed; Very well groomed; Beautiful, Becomingly arranged.



WINNERS OF THE 1936 PERSONALITY CONTEST

Marie DeMyer, winner of first place, is third from the left, seated. She was awarded a one-year scholarship by Northwestern University.

4. *Manner of meeting people (during an interview):* Lacks ease, keeps eyes on floor; Slightly nervous; At ease (somewhat); Possesses poise; Possesses great poise and looks directly at judges.

5. *Distracting peculiarities:* Many outstanding peculiarities; A few outstanding peculiarities; Slight peculiarities; Peculiarities not offensive; No peculiarities.

6. *Apparent health:* Very poor, Sallow complexion; Fair; Good, Clean skin; Very good, Good coloring; Excellent, Robust.

7. *Courtesy:* Rude, Insulting, Inconsiderate, Insolent; Unmannerly; Observes general conventions of civility and respect; Well mannered; Very courteous and considerate.

8. *Method of thinking:* Very slovenly; Inexact, A

dabbler; Moderately careful; Consistent and logical; Precise and quick.

9. *Quality of voice:* Harsh, Squeaky; Unpleasant; Clear; Pleasing; Unusually pleasing and cultured.

10. *Manner of speaking:* Too quick, Too slow; Abrupt, Curt; Easy; Moderate speed; Smooth, Rhythmical.

11. *Use of English as to vocabulary and usage:* Very poor; Poor; Fair; Good; Excellent.

12. *Pronunciation and enunciation:* Very poor; Poor; Fair; Good; Excellent.

13. *Use of cosmetics (for girls):* Overdone; Poorly done; Fairly well done; Well done—use of cosmetics gives a good natural color; No need for cosmetics, Naturally well colored.

### MASTER SCORE CARD

SCHOLARSHIP . . . 15 POINTS

	Good	Very Good	Superior	Excellent
Point	0	5	10	15
Grade	85	90	95	100

Average of all subjects for the first seven semesters' rank in class will be considered.

PARTICIPATION IN EXTRA-CURRICULAR ACTIVITIES . . . 15 POINTS

	Several, fairly well performed	Great number, well performed; played important parts
Few	5	15

TECHNICAL ABILITY . . . 15 POINTS

Points to be gained in shorthand, typewriting, or bookkeeping. The student's rank in the test will determine the number of points.

SOCIAL-ATTITUDES TEST . . . 15 POINTS

PERSONALITY AND PERSONAL APPEARANCE . . . 50 POINTS

Total possible points 110

[If you are interested in using this contest plan, you are cordially invited to communicate with Mr. Orr for further data.]

## Newton D. Baker to Address Cleveland Convention

• THE NATIONAL COMMERCIAL TEACHERS FEDERATION will have as one of its principal speakers at its Christmas Convention in Cleveland, December 28-31, the Honorable Newton D. Baker, Secretary of War in President Wilson's Cabinet, and one of this nation's great citizens.

The Orpheus Choir, an organization of international renown, will bring to the delegates a rare treat in Christmas music. Louis Rich, an outstanding orchestra leader of Cleveland, has been engaged for the reception and ball.

A membership of two thousand is the goal of the Federation this year. Many new memberships are already coming into the Secretary's office. The league of 100 per cent schools is swinging into action. Private

schools in Ohio propose to match the "100 per cent club" of the public and private schools in Cleveland in sending in memberships as a friendly gesture to E. E. Merville, the local chairman.

President A. F. Tull, of Detroit, and his official family are unanimous in their belief that never before has so early and so wide an interest been shown in the activities of the Federation and its coming convention.

The fee of \$2 not only covers the privileges of the convention but also carries with it a subscription to *Federation Notes* and entitles the member to a copy of the yearbook.

Membership checks may be sent directly to J. Murray Hill, Secretary, Bowling Green Business University, Kentucky, or to the local supervisor of the membership campaign.

# Your Student Clubs

Robert H. Scott

*An authority on student-club organization describes the second meeting of a new club in this, the third article of a new series*

ORDINARILY, the first meeting of a new club is a cut-and-dried affair. It is entirely pre-planned and is disposed of smoothly and quickly. Club members must follow the procedure of the second meeting carefully, however. At this meeting the constitution and by-laws of the club will be established, and the permanent officers will be elected.

The same presiding and recording officers who served at the first meeting serve at the second meeting if they are present. The meeting is called to order promptly at the hour set. When the time arrives, the chairman, who is seated at the front, stands and says, "The meeting will please come to order." As soon as the assembly is quiet, he says, "The secretary will please read the minutes of the last meeting," and then takes his seat. After they are read he asks, "Are there any additions or corrections to be made?" If there are none, he announces, "There being no additions or corrections, the minutes stand approved as read."

The chair then announces the next business in order—the report of the committee on the club constitution and by-laws. This report is given by the chairman of the committee, who rises, and says, "Mr. Chairman." The chairman recognizes him by pronouncing his name. He then says, "The committee appointed to draft the club constitution and by-laws has completed its task, and has instructed me to read them and ask for their adoption."

He reads them and says, "I move that the constitution and by-laws drafted by the committee be adopted." They are then handed to the chair. If, by chance, he does not move the adoption, someone else may.

The motion being seconded, the chair announces, "It has been moved and seconded to adopt the constitution and by-laws submitted

by the committee, and the question before the meeting is on the adoption of the constitution, which will now be read by the secretary."

By general consent it need not be read as a whole this second time, but it is taken up paragraph by paragraph.

As each separate paragraph is read, the chair asks for amendments, proceeding to the next paragraph when no further amendments are offered. After the constitution has been read paragraph by paragraph, it is still open to amendment, and additional paragraphs may be inserted, or paragraphs may be amended, if subsequent changes require such action.

A vote is taken on the constitution as amended, and the chair announces the result. If there is a majority vote in the affirmative, the constitution is adopted, members sign it, and pay any fee required. While the payment of an initiation fee is a prerequisite to the right to vote, those members who are not prepared at the time to pay the fees are usually given until the next meeting to make such payments. When the meeting is a large one, the chair may announce a recess to permit the payment of fees. After such recess, he calls the meeting to order and asks the secretary to read the roll of members. This is necessary so that those present may know what persons are entitled to take part in future proceedings.

The chair then announces that the business before the assembly is the adoption of the by-laws of the club. The same procedure is followed as in adopting the constitution. It is not necessary to make a motion to adopt the by-laws, for the original motion included them.

[The election of permanent officers and the order of business for regular meetings will be described in Mr. Scott's next article, which will appear in December.]

# LESSON PLANS IN MERCHANDISING

Carlton J. Siegler and Edward Reich

Newtown High School, Elmhurst, New York

*The recently enacted George-Deen Act has focussed attention on the teaching of the distributive occupations. Two experienced teachers in this field present our readers some of their own lesson plans in textiles and non-textiles.*

IN a previous article,<sup>1</sup> mention was made of the advance in the teaching of merchandising, particularly at Newtown High School, where textiles and non-textiles are included in the four-year merchandising course.

Although that article included almost every phase of the teaching of these two subjects, it failed to include what seems to have been uppermost in the readers' minds—*lesson plans* for teaching textiles and non-textiles. The writer had included *what* was taught, but now *how* it was taught.

How is the period spent in the teaching of textiles? A short summary of the topics covered should be considered first.

Topic	Lessons
Cotton .....	20
Linen .....	13
Silk .....	15
Rayon .....	11
Wool .....	20
Miscellaneous Fibers .....	5
Testing Unit .....	1
—	—
Total Number of Lessons .....	85

Detailed discussion and study of each topic must include, generally speaking, the following points:

- |                    |                      |
|--------------------|----------------------|
| 1. History         | 5. Tests             |
| 2. Source          | 6. Removal of Stains |
| 3. Characteristics | 7. Selling Points    |
| 4. Manufacture     |                      |

The teacher must use care in plotting his lesson plans. They must not be too inclusive of information, and they must rest almost

solely upon numerous and varied samples and illustrations by which the student may be taught visually. Charts, magazine articles, motion pictures, and other appropriate innovations that the teacher may care to use will help hold the interest of the students.

After an introductory lesson explaining the aims, scope, and advantages of studying the subject, we embark on the first unit in the textiles course—the Cotton Fabrics Unit.

Let us take at random the treatment of a day's lesson in textiles to illustrate how the 40-minute period is utilized. Fourteen lessons have preceded the sample lesson plan we are going to study, and the students have already become familiar with cotton fabrics.

## COTTON FABRICS UNIT—LESSON 15

**TITLE:** Drill on twenty different cotton fabrics.

**TEACHER'S AIM:** To have students examine twenty cotton fabrics and name some correctly.

**PUPILS' AIM:** To be able to identify various cotton fabrics.

**MOTIVATION:** (1) Why are more than eight billion square yards of cotton goods used annually? (2) Why should a consumer know the standard cotton fabrics? (3) Of what use would the knowledge of these fabrics be to the student?

**PREPARATION:** Each student receives from the teacher an envelope containing twenty swatches of different cotton fabrics, marked from 1 to 20. Each student has a weaver's glass.

**DEVELOPMENT:** Have each student write the following captions across the top of a sheet of paper: Number, Name, Weave, Count, Characteristics, Uses. All members of the class open the envelopes at the same time, at a signal from the teacher, and each student identifies by name and number the twenty swatches, writing the names in the proper blanks on his paper.

**SUMMARY:** At the end of 25 minutes, the teacher instructs the students to stop writing and exchange papers for correction. The teacher then picks up an envelope from any pupil, takes out a piece of material, and questions the class as to its identity.

**HOMEWORK ASSIGNMENT:** Paste on a sheet of paper samples of five cotton fabrics studied in class during the day, giving the following information about each one: (1) Name of fabric; (2) weave; (3) finishing operation; (4) count of cloth; (5) characteristics.

<sup>1</sup>Carlton J. Siegler, "A Course in Merchandising," THE BUSINESS EDUCATION WORLD, XVI, June, p. 384.

## TESTING UNIT—LESSON 1

**TITLE:** Burning tests for the major fibers.

**TEACHER'S AIM:** To demonstrate simple tests to enable the students to distinguish the major fibers.

**PUPILS' AIM:** To learn how to test different fibres by burning them.

**MOTIVATION:** Why is it important to the consumer to be able to test fibers and distinguish one from another?

**EQUIPMENT:** The teacher will have ready samples of the following fabrics: cotton, linen, wool, silk, weighted silk, regenerated cellulose, and cellulose acetate. In addition he will have a box of matches, a pair of tweezers to hold the fabric while it is burning, a pan to burn the materials over and catch the residue.

**DEVELOPMENT:** The teacher burns a small swatch of cotton goods. While the experiments are going on, the teacher asks:

1. What are some of the desirable and undesirable qualities of cotton [or of whatever fabric is being tested]?
2. Why would you wish to be able to distinguish between cotton and linen [or any other fabrics]?
3. What is the appearance of the fabric while burning?
4. What is the noticeable odor given off by the burning fabric? Burn a piece of paper. What is the difference, if any?
5. What remains after the fabric has been burned? Continue the burning tests for the other fabrics, and ask the same five questions for each fabric burned.

**SUMMARY:**

1. Why is the burning test unsuitable as a means of identification for cotton and linen?
2. Burn a piece of hair. To what fiber does it compare?
3. What is the color of the flame in weighted silk?
4. How does rayon burn in comparison with "pure-dye" silk?
5. How do the following fibers burn: Spun-lo, Crown Brand, Bemberg, Celanese, Acele, Seraceta, and Tubize.

**HOMEWORK ASSIGNMENT:** Test four swatches of materials at home by burning halfway; attach the unburnt portion to a piece of paper, describing the results of your tests under each specimen.

## THE TEACHING OF NON-TEXTILES

A summary of the topics covered in the non-textile course follows:

Topic	Number of Lessons
Furs	14
Leather	15
Wood	12
Paper	6
Rubber	10
Glass and Chinaware	12
Minerals	3

Precious metals and stones

(special emphasis on silverware)

Petroleum

8

5

85

Here, as in the study of textiles, the study is highly informative about history, source, manufacture, and selling points, as shown below, in the fifth lesson.

Let us look at a lesson plan on leather. This lesson is one of a series of fifteen on leather and deals with shoes.

## LEATHER UNIT—LESSON 5

**TITLE:** The manufacture of shoes.

**TEACHER'S AIM:** To teach a technical process—the manufacture of a shoe.

**PUPILS' AIM:** To develop judgment in the choice of shoes.

**MOTIVATION:**

1. Of what value to you is a knowledge of the construction of a shoe?
2. Of what value would it be if you were a sales person?

**DEVELOPMENT:**

A. The teacher holds a shoe up to the class and describes the parts of the shoe, giving the name, function, and the desirable qualities of each part. The parts studied are:

1. Sole
2. Upper



**PRODUCTS OF A NON-TEXTILE PROJECT**  
This student killed and stuffed a skunk, a squirrel, and a beaver



3. Counter
4. Tongue
5. Lining
6. Insole
7. Sock Lining
8. Heel
9. Box Toe
10. Shank

B. The students summarize the parts and functions and make a labeled diagram on the board with the teacher's aid.

C. Let us build up our shoe. (Use another model.) Develop in this order:

1. Attach insole, lining, upper, and welt.
2. Cork filling under insole.
3. Attach outsole.

D. Why is this called a welt shoe? (Summary to this point.)

E. Let us see the advantages in this construction.

1. Ease of repair.
2. Durability.
3. Keep form and shape.

F. To what are the advantages due? (Summary of lesson.)

VISUAL AIDS: Shoes cut up, diagrams of side views and cross section views of shoes, samples of each of the parts.

HOMEWORK ASSIGNMENT: Make a cross-section diagram of a welt shoe.

## Non-Textiles—Fur

The specimen lesson in the fur unit is the second lesson in a series of fourteen.

TITLE: The effect of the seasons on fur fibers, guard hairs and pelts.

TEACHER'S AIM: To point out details for the students' use in judging fur.

PUPILS' AIM: To learn how to judge furs in general.

MOTIVATION: Why should we know when an animal's fur looks its best? When does it look its best?

DEVELOPMENT:

A. The Fur Fiber:

1. What is the function of fur fiber?
2. When does an animal need its fur fibers? Why?
3. What is the effect on fur fibers of the oncoming of (a) spring? (b) summer? (c) fall? (d) winter? Tell why, in each case.

SUMMARY: 1. Summarize the effect of each season on fur fibers. 2. In what season would you prefer to have the animal caught that is to serve as your fur collar? Why?

B. The Guard Hair:

1. What is the function of the guard hair?
2. When does the animal need its guard hairs? Why?
3. What are the characteristics of spring weather? summer weather? fall weather? winter weather?
4. How will these characteristics affect the guard hair?

SUMMARY: 1. When will guard hairs look their best? Why? 2. When will guard

hairs and fur fibers together look their best? Why?

C. The Pelt:

1. What is the function of the skin of an animal?
2. What protection against the sun does the animal have on a hot summer day?
3. What protection does the animal have on a cold mid-winter day?

FINAL SUMMARY:

1. What are the characteristics of a full pelt in the spring? summer? fall? winter? Why?
2. What are the characteristics of an ideal pelt?
3. In what part of the year could such a pelt be obtained?
4. What is the meaning of a prime fur?
5. When is a fur unprime?
6. How can you detect the difference between a prime and unprime fur?

VISUAL AIDS: 1. Flash pictures of fully furred and partly furred skins. 2. Samples of prime and unprime skins.

HOMEWORK ASSIGNMENT: Draw a seasonal fur chart.

MUSEUM PROJECT: Each student may undertake the completion of a project on any topic in which he is particularly interested. All materials thus collected may be placed in a school museum, where the students may have constant access to them.

The inexperienced teacher may gain from these suggestions some helpful hints as to how to arrange his own lesson plans. His greatest asset in teaching this subject is the interest of the students, who are awakened to new wonders and an appreciation of the everyday materials of modern civilization.





AUGUSTIN L. COSGROVE



THOMAS M. DICKERSON



LLOYD E. BAUGHAM



BENJAMIN F. DAVIS

• **AUGUSTIN L. COSGROVE** has been appointed to a professorship at Russell Sage College, Troy, New York, where he will teach accounting, advanced Gregg shorthand, and methods of teaching commercial subjects.

Mr. Cosgrove finds time for graduate study at New York University as well as for a multitude of other activities, from bowling to editorial work. He has trained prize-winning contest teams in typewriting and bookkeeping, holds office in two educational fraternities, and is affiliated with many educational and social organizations. He was one of the principal speakers at the zone meetings of the New York State Teachers' Association, Commercial Teacher sections, at Hempstead, Long Island, on October 9, and Fort Ticonderoga, October 23.

From 1930 until his new appointment became effective, Mr. Cosgrove was chairman of the commercial department of Freeport (New York) High School. The 1936 graduating class selected him as their "favorite man teacher."

• **DR. BENJAMIN F. DAVIS** has accepted appointment as Dean of Instruction and Head of the Department of Education in Bowling Green (Kentucky) College of Commerce.

Dr. Davis has been teacher, principal, and superintendent of schools in Alabama, and has taught in Howard College, Birmingham; the University of Alabama; School of Education, New York University. He was recently associated with the Tennessee Valley Authority, in educational research work.

• **THOMAS M. DICKERSON**, Associate Professor of Business Administration, Cleveland

College of Western Reserve University, Cleveland, Ohio, has organized a course leading to the degree of B.B.A. in Commercial Education.

Mr. Dickerson holds the M.B.A. degree from Northwestern University and is a Certified Public Accountant. Before coming to Cleveland, he was head of the accounting department of Bowling Green College of Commerce, and had been a member of the faculties of the University of Louisville and Northwestern University. He is associated with many professional accounting organizations and has published articles on accounting.

• **LLOYD E. BAUGHAM**, formerly on the faculty of Woodrow Wilson High School, Portsmouth, Virginia, has accepted an appointment to the teaching staff of the business department of Berea College, Berea, Kentucky.

Mr. Baugham is a graduate of Bowling Green (Kentucky) Business University, is interested in "any activity pertaining to business," likes to read, and enjoys baseball.

• **THE WALSH SCHOOL OF BUSINESS SCIENCE**, Miami, Florida, announces the establishment of a new department in which college-grade courses in higher accounting and business administration are offered. Students who have acquired the fundamentals of accounting may, through these courses, qualify for the C. P. A. examinations.

The Walsh School, founded more than a decade ago by its present director, Mrs. Catherine Shelley Walsh, has been elected to membership in the American Association of Commercial Colleges.

# On The Lookout

Archibald Alan Bowle

*Always on the alert for new office equipment and supplies, Mr. Bowle describes for you this month some very practical devices. He will be glad to give you further information on any of them*

**I2** When your desk gets snowed under with papers and the "vertical file"—the one the janitor takes care of—seems the only practical place to dump the whole lot, think of the Curmanco Letter Rack. It "handles, sorts, classifies, and distributes," providing a place for papers and leaving the top of the desk free.



Every user, from office boy to executive, eyes this efficient rack with something akin to affection. Made by Currier Manufacturing Company.

**I3** An all-metal utility stand for ledger trays or office machines has a rack above, at the back; on each side, there is a solid writing wing with a convenient drawer beneath. Used as a typewriter stand, it keeps a stenographer from feeling like an orphan. This stand won't wander off across the room while your back is turned, because its casters lock. It is made by the Office Appliance Company.

**I4** New paint? Maybe your school's rooms and halls need only cleaning. Cleanbrite restores the original gloss, its makers say, at a cost of 30 cents for a thousand square feet of wall space. Paint would cost \$6. There are no sharp odors to disturb students—Cleanbrite is used even in hospitals. Made by the Flexrock Company.

**I5** The new self-seal envelopes are attracting so much attention that F. Addington Symonds, editor of the two Gregg magazines published in London, sent us a sample of the British version with the warning, "Be careful how you fold the flap, because once the two gummed surfaces meet, there is no getting them apart again." (We

couldn't resist trying it. He was right.) Handy things, these envelopes; you press gently, and they're sealed. None of this sponge-spattering. Stationery stores have them. So do the five-and-tens.

**I6** A new watch-holder, planned for long-distance automobile drivers but equally useful for busy teachers, may be just what you're looking for. It fits any standard-sized watch and hangs or clips onto any solid object. It's handy for your desk and costs practically nothing. Makers: Cobb's Watch-Holder Company, Boston.

**I7** The Ames Supply Company introduces the Longwear Platen, proof against cutting by sharp type faces. It will neither pit nor glaze, but will retain a smooth, velvety surface. It has been tested in a special electric typewriter that gives a platen more abuse than the most violently energetic typist could inflict in months of constant use.

**I8** The Remington-Rand people are marketing a mimeograph stencil that is easy on the eyes of the proof-reading typist. The cushion sheet between stencil and backing is of white waxed paper, so the typed letters or figures show brilliantly white against the blue stencil.

November, 1936

A. A. Bowle,  
270 Madison Avenue, New York, N. Y.

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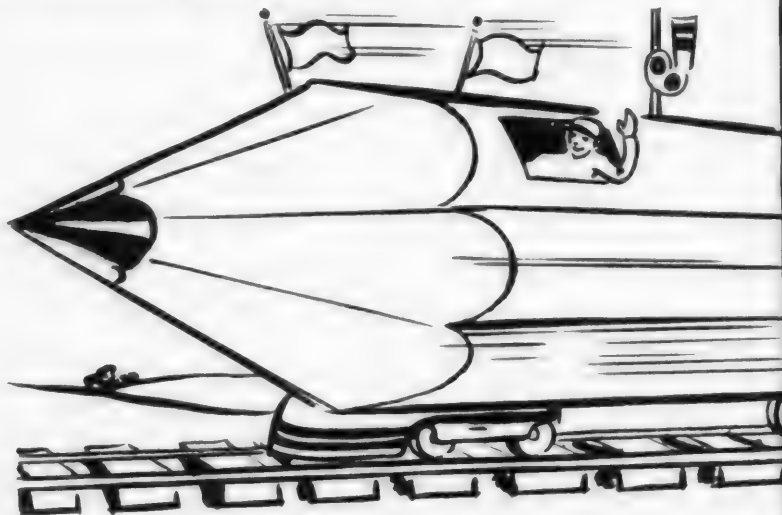
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# Your Professional Reading

Jessie Graham, Ph.D.

*Have you been sailing the sea of professional reading without a chart? Let Dr. Graham's authoritative reviews guide you. She is constantly on the lookout for new books, articles, and tests*

## Stimulating Books

**TYPEWRITING BEHAVIOR, *Psychology Applied to Teaching and Learning Typewriting***, by August Dvorak (University of Washington), Nellie Merrick (Tacoma Public Schools), William Dealey (formerly of North Texas State Teachers College), and Gertrude Ford (Grove City College), American Book Company, New York, 1936, 521 pp., \$3.

"Where in America today is there a comedy of errors to match conventional typewriting instruction?"

This is one of the startling questions in this unusual book about typewriting. We find, all through the book, new ideas that we may be inclined to question on the basis of our own experience. We recall, then, that the authors have been working for years on a grant from the Carnegie Foundation for the Advancement of Teaching and have given more time to the study than is possible on the part of the average classroom teacher. We are inclined, therefore, to read with an open mind and to realize anew that there are many angles to this matter of the teaching and learning of typewriting.

The book is addressed to students. All the way through, the "you" employed is meant for students. As a matter of fact, it is unlikely that many students will read this book of more than five hundred pages. The teacher, however, will find it profitable to read from the point of view of the learner.

According to the authors, a decided interference with the acquirement of speed and accuracy in typewriting is the arrangement of the "universal" keyboard. Frederick G. Nichols points out in his introduction to the book that the research done by the authors is quite as helpful to those who must struggle on with the handicap of the old keyboard as it is for those who use the simplified keyboard recommended by these investigators.

The arrangement of the material makes reading easy. At the beginning of each chapter, three paragraphs are included. They are addressed to the student typist, the psychology student, and the typing instructor respectively. Mention is made of the highlights of the chapter from the reader's point of

view. The main sections of the chapter are set off with centered headings and the paragraphs with side headings in italics. An interpretative summary is given at the end of the chapter.

The book is divided into five parts, illustrated with more than one hundred figures and tables. In the following paragraphs, a brief description of each part is given. A complete record of the mental comments of the reader would require another book.

Part I, *Typewriting in Social Situations*, is made up of three chapters dealing with the typist's social heritage, the student's balanced personality, and typewriting incentives. The importance of poise, a finely balanced body, class cooperation, and the stimulation of interests are brought out in this new attack upon an old problem.

Part II, *Typewriting Improvement Told in Four Approaches from Psychology*, includes chapters about motion and time study, the practice of control, automatic conditioning to typing signals, and complete typing patterns.

Part III, *Workshop Discoveries about Typing Behavior*, reports discoveries about machines, correct motions, typing speed, timing, and rhythm.

The chapters in Part IV, *Workshop Discoveries about Difficult Typing Behavior*, deal with "trouble shooting" for errors and with fatigue.

The final part, *Workshop Discoveries about Typing Outcomes*, covers progress charts and measurements.

The appendix contains a list of the one hundred "Typewriting Demons" on the two keyboards and letter-error charts for each keyboard.

We are grateful to these authors for making available to us the results of their investigations, especially the reports of the micromotion studies made by Dr. Frank Gilbreth and his associates. The student or teacher reader will get many ideas about the improvement of typewriting skill; in fact, more ideas than he can possibly put into practice. The book is invaluable to the student or teacher who is planning to specialize in typewriting. For those who take typewriting or teach it as one subject among many, additional definite help is needed.

Overloaded programs are no excuse for slipshod and unscientific work. When better typewriting procedures are discovered, the teacher is under obligation to acquire correct motions as a prerequisite to demonstration and to put into practice tried and proven methods of instruction.

The additional step needed is the making available to teachers and students of typewriting of a series of slow-motion films demonstrating correct motions, sequence drills, definite instructions for remedial drills, and other classroom helps. While the authors decry the prevalent heavy leaning on typewriting manuals, they must realize that the average student and the average teacher do not have time to make practical adaptations of all these ideas to learning and teaching.

The teacher who wishes to know the results of investigations that influence the teaching and learning of typewriting and to be familiar with new developments in typewriting will find this book a treasure-house of information.

**EXECUTIVE ABILITY, ITS DISCOVERY AND DEVELOPMENT**, by Glen U. Cleeton and Charles W. Mason, The Antioch Press, Yellow Springs, Ohio, 1934, 179 pp., \$2.

It is necessary that teachers be good executives in planning their work and in displaying qualities of leadership. Therefore, whether or not they are engaged in training executives, they will find this a fascinating book.

A presentation of the general problem of executive ability and chapters on executive duties and functions are followed by a discussion of executive qualities. The measurement and development of executive traits are next considered. The treatment of "executive attitudes" is especially intriguing. Check lists for measuring emotional maturity and emotional stability are given.

Various tests—general information, vocational aptitude, judgment, interests, etc., are included in the appendix.

**TEN-MINUTE SPELLING STUDIES**, for Classes in English, Stenography, and Typing, by Minnie DeMotte Frick, Oregon State College Cooperative Association, Corvallis, Oregon, 1936, 62 pp. + 10, board covers, spiral binding, 65 cents.

Those of us who are familiar with Mrs. Frick's "Teaching Gregg Shorthand by the Analytical Method" are not surprised to find her the author of a spelling book in which words have been grouped into classes and rules are illustrated with many appropriate examples.

As the name indicates, this book consists of exercises that may be used for ten-minute periods in English, shorthand, and typewriting classes.

The rules are simple; the explanations, clear. Each lesson includes the explanation of a principle; definite instructions for procedure (including oral penmanship and typing drills); examples; and practice drills provided with blanks for the supplying of letters according to the rule under consideration. The lessons are original and ingenious.

Teachers who are not now giving any definite attention to spelling might well consider these simple ten-minute drills made up of usable words linked together by easily remembered principles. The consistent use should make better spellers of the pupils and evoke praise from those business men who otherwise might complain that their secretarial employees cannot spell.

**THE CARROLL-MILLER LIST OF TEACHING AIDS AND EDUCATIONAL MATERIALS FROM COMMERCIAL SOURCES**, State of California Department of Education Bulletin No. 26, Sacramento, California, October 15, 1935, 68 pp. (paper cover), 50 cents.

This is a list of free and nominal-cost materials available from commercial and other sources.

Attention is given to "fugitive" materials—that is, that are difficult to find and that are not listed in publication catalogues and educational indexes.

The pamphlet is divided into two parts: teaching aids and travel. Names and addresses of sources of materials are given in each case.

**A SYLLABUS FOR THE STUDY OF VOCATIONS**, by E. G. Williamson, University of Minnesota Press, Minneapolis, 1935, 159 pp. (minigraphed), \$1.20.

This is a syllabus for a college course in vocations. The general materials on vocations include a classification of occupations with aptitude ratings required.

Ten fields of work are studied with reference to opportunities, remuneration, desirable personal qualities, and training. A few reading lists are included.

**OCCUPATIONS AND VOCATIONAL GUIDANCE**, Source List of Pamphlet Material, Wilma Bennett, The H. W. Wilson Company, New York, New York, 1936 (second edition revised), 123 pp., paper cover, \$1.25.

As its name indicates, this is a source list of pamphlet material on occupations and vocational guidance. Teachers of business subjects are, in many instances, expected to be able to give vocational guidance, at least in business occupations. Because much important information about occupations exists only in pamphlets, a carefully prepared list of the sources of such information is valuable to many teachers.

In the first part of this booklet, the names of organizations from which pamphlets about occupations may be obtained are listed alphabetically. For example, the Russell Sage Foundation is listed with address, followed by the names of pamphlets.



dressmaking and millinery, metal trades, printing trades, and social work. Authors, dates, and prices are listed.

In the second part of the booklet, pamphlets are classified according to occupations treated. For instance, we look up the classification "Stenographers" and are referred to "Office Workers." There we find about nineteen pamphlets, five of them dealing with stenographic work. We find others under "Shorthand Reporters" and "Secretaries."

Some of the unusual classifications are: Biography and Fiction of Vocational Interest; Charts on Occupations; Courses of Study for Vocational Guidance; Occupational Trends; Periodicals; Plays, Pageants, etc., on Vocational Guidance; and Tests for Occupational Interest and Aptitudes.

This is an indispensable tool for the teacher who is called upon to help with vocational guidance.

## Personal Note

• Betsy H. Morton, who has been teaching at the University of Kentucky, has been appointed to the business education department of the Teachers College of Connecticut, at New Britain. Frank H. Ash is head of the department.

Before going to Kentucky, Miss Morton taught in the high schools at Lexington, Plymouth, and Medford, Massachusetts, and the State College for Teachers, Albany, New York. She is a graduate of Simmons College, Boston, and has a Master of Education degree from Harvard.

## Statement of Ownership, Management, Circulation, Etc.

Required by the Acts of Congress of August 24, 1912, and March 3, 1933

OF THE BUSINESS EDUCATION WORLD, published monthly, except July and August, at New York, N. Y., for October 1, 1936.

State of New York } ss.  
County of New York }

Before me, a notary public in and for the State and county aforesaid, personally appeared Guy S. Fry, who, having been duly sworn according to law, deposes and says that he is the business manager of the BUSINESS EDUCATION WORLD and that the following is, to the best of his knowledge and belief, a true statement of the ownership, management (and a daily paper, the circulation), etc., of the aforesaid publication for the date shown in the above caption, required by the Act of August 24, 1912, as amended by the Act of March 3, 1933, embodied in Section 537, Postal Laws and Regulations, printed on the reverse side of this form, to wit:

1. That the names and addresses of the publisher, editor, managing editor, and business managers are: Publishers, The Gregg Publishing Company, 270 Madison Avenue, New York, N. Y.; Editor, John Robert Gregg, 270 Madison Avenue, New York, N. Y.; Managing Editor, Clyde I. Blanchard, 270 Madison Avenue, New York, N. Y.; Business Manager, Guy S. Fry, 270 Madison Avenue, New York, N. Y.

2. That the owner is: (If owned by a corporation, its name and address must be stated and also immediately thereunder the names and addresses of stockholders owning or holding one per cent or more of total amount of stock. If not owned by a corporation, the names and addresses of the individual owners must be given. If owned by a firm, company, or other unincorporated concern, its name and address, as well as those of each individual member, must be given.)

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5. That the average number of copies of each issue of this publication sold or distributed, through the mails or otherwise, to paid subscribers during the twelve months preceding the date shown above is \_\_\_\_\_ (This information is required from daily publications only.)

Guy S. Fry  
Business Manager.

Sworn and subscribed before me this 17th day of September, 1936.

(Seal) Harriet P. Banker.  
(My commission expires March 30, 1938.)

## International Typewriting Contest

**S**UPPLEMENTING our report last month of the International Typewriting Contest held on September 2, in Toronto, under the auspices of the Canadian National Exhibition, we give an extract of the official records of the school events.

### CANADIAN SCHOOL NOVICE TYPEWRITING CHAMPIONSHIP

<i>Name and School</i>	<i>Gross Words</i>	<i>Errors</i>	<i>Net Words a Minute</i>
Ruth Fitzgerald, Weller Secretarial College, Toronto, Ontario	1,451	28	78
Gwyneth Belyea, Dominion Business College, Winnipeg, Manitoba	1,021	5	65
Mary Elsie Low, Commercial High School, Regina, Saskatchewan	1,176	28	60
Reta Buck, Brockville Business College, Brockville, Ontario	1,126	24	59
Thelma Hillier, Brantford Collegiate Institute, Brantford, Ontario	1,154	28	58

<i>ACCURACY AWARD</i>	<i>Percentage</i>		
Phillip Wood, London Business Institute, London, Ontario	100	0	50

### CANADIAN SCHOOL "OPEN" TYPEWRITING CHAMPIONSHIP

<i>Name and School</i>	<i>Gross Words</i>	<i>Errors</i>	<i>Net Words a Minute</i>
Marie Brehm, Commercial High School, Regina, Saskatchewan	1,405	22	79
Florence Hedderson, Western Technical-Commercial School, Toronto, Ontario	1,247	23	68
Alice Barrett, Park Business College, Hamilton, Ontario	1,000	3	65
William Haslam, Park Business College, Hamilton Ontario	1,157	19	64
Evelyn Hoth, Westdale Secondary School, Hamilton, Ontario	1,104	16	63

<i>ACCURACY AWARD</i>	<i>Percentage</i>		
Alice Barrett, Park Business College, Hamilton, Ontario	97	3	65

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# A Business Arithmetic Lesson Plan

By Robert Rosenberg

Dickinson High School, Jersey City, New Jersey

THE experienced teacher, as well as the beginning teacher, should plan what he is to teach and when he is to teach it. He should prepare an outline covering the term's work, estimating the amount of work to be covered each week. He should make a daily lesson plan that will serve as an estimate of and a guide to the amount of work to be completed in the classroom. The benefits to be derived from such outlines and plans are enhanced, not by a dogmatic adherence to them, but rather by the ease with which they may be molded to the requirements of the class as a whole and to the needs of the individual members. Provision must be made for individual differences and for remedial instruction. A suggested lesson-plan outline follows.

## SUGGESTED LESSON-PLAN OUTLINE

1. *Subject of the Lesson:* The topic or section of the topic to be covered.
2. *Objectives of the Lesson:*
  1. Teacher's objectives.
  2. Student's objectives.
3. *Subject Matter of the Lesson:* A complete, topical outline of the new principles to be taught.
4. *Methods of Teaching:*
  1. Introduction: Aim: motivation.
    - (a) Review: List type and examples of review work.
    - (b) Motivate by leading up to necessity for new principles. Note, in lesson plan, type of discussion and explanation to be resorted to. Give examples of questions to be asked students.
    - (c) Introduce new work after justifying the study. Give examples to be used in presenting topic to class, fully worked out, with footnotes in outline form.
  2. *Classroom Procedure:* Outline completely the mechanical organization of the class. The teacher should follow a definite, predetermined plan for such mechanics of the classroom as checking attendance, distributing paper, attending to physical condition of room (light, heat, air), assigning class and home work, and so forth. Order of procedure:
    1. Introduction and review. Time to be consumed. Type of material. Give examples.

2. Method of checking and collecting home work. How it may be used as a teaching instrument.
3. Presentation of new work. Tie-up between preceding day's home work, as a review subject, and new assignment.
4. Assignment of class work and home work.
5. Use of time remaining at end of period for:
  - (a) Speed drill on fundamentals.
  - (b) Oral review of principles previously studied.
  - (c) Drill on problems based on new work.
  - (d) Vocabulary drill.
  - (e) Drill on estimating answers to problems.
  - (f) Supervised study.

## VI. Measuring Progress and Achievement:

1. Time, length, type, and frequency of tests.
2. Purpose:
  - (a) To determine student progress and achievement.
  - (b) To determine where remedial instruction is necessary.

## N. E. A. Regional Chairmen

• WITH MORE THAN 2,400 members to its credit last year, the Department of Business Education of the National Education Association is looking forward to a further substantial growth in 1936-1937, according to Lola Maclean, of Detroit, the national membership chairman.

In her campaign, Miss Maclean will be assisted by six regional chairmen:

*Western Division:* S. Joseph DeBrum, Sequoia High School, Redwood City, California; *Midwestern Division:* E. W. Alexander, Hadley Vocational High School, St. Louis, Missouri; *Southern Division:* Rubv V. Perry, Allen High School of Commerce, New Orleans, Louisiana; *Central Division:* Vernal Carmichael, Ball State Teachers College, Muncie, Indiana; *Eastern Division:* Frederick Riecke, South Side High School, Newark, New Jersey; *Southeastern Division:* Jennie Daughtrey, Maury High School, Norfolk, Virginia.

In addition to benefits accruing from professional meetings and other services sponsored by the Department, each member receives the *National Business Education Quarterly*.

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A number of years ago, when the Noiseless Typewriter was first put on the market, we purchased a considerable number of these machines. In fact, I believe that your records will show that ours was the first school in America to install Noiseless Typewriters on a large scale.

At the time that we ordered them for our typewriting department, we also purchased several Noiseless Typewriters for our offices, and I have never since permitted any other type of machine in my private office.

We believe that it is absolutely necessary for the up-to-date business school to have an adequate equipment of Noiseless Typewriters if satisfactory service is to be rendered to the students attending the school. These machines are in such general use in high-grade business offices that the graduate would be decidedly handicapped if he or she did not know how to use the Noiseless Typewriter. We require all our students to become thoroughly familiar with the Noiseless Typewriter. We have a total equipment of ninety-two Noiseless Machines in our schools.

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Yours very truly,

*A. G. Tull*

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# SHORTHAND PRACTICE MATERIAL

## THE GREGG WRITER

*Each month the B. E. W. gives in this department some 5,000 words of selected material counted in units of 20 standard words for dictation. This material will be found in shorthand in the same issue of THE GREGG WRITER.*

### The Salt of the Earth

*(Written especially for use with Chapter Seven of the Manual)*

As a seasoner and preserver of food and as a promoter of the life of mammals, salt has been used for<sup>80</sup> centuries in nearly all parts of the world. Sacred and profane writings of olden times refer to it often<sup>80</sup> in such terms as the "bond of salt," "the salt of the earth." One writer calls it dear to the gods. Homer calls it divine.<sup>80</sup> Plutarch speaks of it as a symbol of the soul. The Arabs still use it as an emblem of friendliness. Inland<sup>80</sup> peoples regarded a salt spring as a special gift from the gods, and the German tribes fought to possess the salt streams,<sup>100</sup> believing that their presence brought to the region a special holiness.

The healthful effect of common salt as<sup>100</sup> an ingredient of the diet of live stock, cows and sheep, has been determined by many careful and thorough<sup>100</sup> experiments. The high quality of the meat from the cattle and sheep raised upon the marshy meadows along<sup>100</sup> the seashores is due largely to the presence of salt on the marshy grasses, which are often salted by the spray<sup>100</sup> from the ocean.

Salt is used at times as a fertilizer by the farmer. It is an aid in the production<sup>200</sup> of forage crops because it helps the soil to hold moisture and it sets free inert plant food in the soil.

The meat packers<sup>200</sup> have found that the use of coarse rock salt not only preserves pork and beef for a reasonable time but also<sup>200</sup> keeps the meat palatable.

The dairy business has attained such huge proportions that the quantity of salt required<sup>300</sup> in its operations runs into millions of pounds. Only the better quality of finer ground salt is<sup>300</sup> used by the dairymen.

Salt furnishes the industrial arts with two very important elements, sodium<sup>400</sup> and chlorine, from which soda in its various forms and sulphuric acid are made. These are used widely in<sup>400</sup> many industries, and especially in hardening soap, in glazing coarse pottery, and in improving the<sup>400</sup> clearness of glass.

The greater part of the world's supply of salt is now produced from rock salt mines in this and other<sup>500</sup> countries. At one time, however, nearly all

commercial salt was obtained from sea water and considerable<sup>500</sup> quantities are still produced in this way, one of the best-known sources being the Great Salt Lake in Utah. (399)

### Graded Letters

#### On Chapter Six of the Manual

Mr. Harvey James  
900 Highland Avenue  
Milwaukee, Wisconsin  
Dear Mr. James:

We hear that you expect<sup>80</sup> to put out a catalogue this winter listing all your stock.

When you have it ready to be set up, will you<sup>80</sup> let us bid on the printing? Our equipment for doing this kind of work is unexcelled, and we shall thank you if<sup>80</sup> you will give us a chance to show you what we can do.

May we hear from you soon?

Yours truly, (76)

Mr. Harold Painter  
846 Highland Avenue  
Ashland, Wisconsin  
Dear Sir:

You will be glad<sup>20</sup> to find that the prices on our suits and overcoats have been reduced to about one-half of what they formerly<sup>40</sup> were.

We suggest that you come in early and make your purchases while the stock is good.

The sale will close Saturday,<sup>60</sup> November 28.

May we wait upon you soon?

Very truly yours, (73)

Dear Mr. Kent:

I liked the talk you gave yesterday at the City Club. It was altogether different from<sup>80</sup> those we have listened to recently. Your delivery was fine and everyone caught your spirit, also the<sup>40</sup> spirit of the great man Lincoln, about whom you spoke.

The influence of his life will be felt for years to come.

Will<sup>80</sup> you give another talk soon?

Yours sincerely, (68)

Miss Agnes Hunter  
1024 Grant Street  
Flint, Michigan  
Dear Madam:

I want to bring to your attention<sup>99</sup> a new brand of peaches we are putting out. It is called the Sunshine Special.

The peaches are raised in<sup>99</sup> California, the land of sunshine, and are second to none. The prices, as per the enclosed list, are right.

Send in an<sup>99</sup> order today before the supply is gone.

Yours truly, (70)

My Dear Sir:

Our agent tells us that you are moving to another part of town tomorrow.

Will you call our office<sup>99</sup> so that a copy of our paper will be on your steps to greet you when you get there?

Yours truly, (38)

### On Chapter Seven of the Manual

Dear Mr. Templeton:

If you thought there was any danger of your residence catching fire tonight you would have<sup>99</sup> it insured immediately.

Most fires occur during the winter months when it is necessary to keep heavy<sup>99</sup> fires for heating purposes. Insurance in the Firemen's Fund Insurance Company would be valuable<sup>99</sup> in case of loss from fire, wind, or lightning.

I should like to call on you at your office at any time that would be<sup>99</sup> suitable to you. My 'phone number is Orchard 3669.

Very sincerely yours, (96)

Dear Mr. Smith:

We are endeavoring to arrange for a pageant to be given in our town soon. I am<sup>99</sup> responsible for getting a carpenter to build a proper stage and would like you to build it for us.

We do not<sup>99</sup> want the beauty of the pageant cheapened by poor scenery, so we will spend whatever is needed. I am<sup>99</sup> positive that you could do this work satisfactorily. We should like a definite reply as to whether we<sup>99</sup> can depend on you.

Yours truly, (86)

Dear Mr. Haven:

We have your letter of October 27 asking that I try to find the trunk and<sup>99</sup> package that the manager of our Memphis branch left in storage in the baggage room here.

I saw the agent today.<sup>99</sup> It seems that these two pieces have been mislaid. I shall keep tracing them and notify you as soon as I learn<sup>99</sup> anything of value.

They are not very careful with baggage here, and it is a wonder to me that more trunks<sup>99</sup> are not lost.

Your truly, (84)

Dear Mrs. Jones:

The Garden Club met yesterday to consider whether to indorse the flower show that a few<sup>99</sup> of the members want to hold this month.

The chairman called the meeting to order, but since so few members were present<sup>99</sup> the meeting was adjourned until next Friday.

We hope you will be able to attend. If we are to hold the flower<sup>99</sup> show we must start the work soon.

Very sincerely yours, (70)

### On Chapter Eight of the Manual

Gentlemen:

Your last shipment of No. 2 corn has been received. The quality is entirely satisfactory.<sup>99</sup> We expect to have a greater demand for your highest quality in a week or two, but at this time we<sup>99</sup> are not able to say exactly how much we will need. We will hear from our representative in a day or<sup>99</sup> two, when we will write you fully telling you how much we ought to have at the beginning of the month.

We are also<sup>99</sup> in the market for several cars of No. 1 wheat. This is to be used for seeding purposes and it<sup>99</sup> must be clean and of the best quality. Kindly let us know if we can depend upon you for it.

Yours truly, (120)

Dear Sir:

We are sending you one of the best sample sheets of Horn and Hardy's paper, India cut, which they have<sup>99</sup> on hand and can ship in a day or two. This is a little lighter than we used on your last year's catalogues, but<sup>99</sup> I am of the opinion that, since this shade is more effective when used with cuts, it will be more desirable<sup>99</sup> in your line of business.

They say, however, that they can make a new lot in a week or two and that we ought to<sup>99</sup> receive it about the seventh. In order to be sure of what you want, we are awaiting your reply. Let us<sup>99</sup> hear from you in regard to the matter immediately.

Your truly, (113)

Gentlemen:

Mr. James Post has made no response to our demands for payment of his bill, dated June 12, for<sup>99</sup> \$97, neither has he made any explanation. We have already extended the time several<sup>99</sup> months and reminded him again several days ago. We believe that this bill is collectible and we<sup>99</sup> are, therefore, placing it in the hands of our Collection Agent, advising him to commence suit at once.

Yours very<sup>99</sup> truly, (82)

Dear Mr. Hartman:

Answering your letter of the 31st ultimo, with



reference to appointing a<sup>50</sup> subeditor now, I would say that we think it advisable to attend to some other matters first. I admit<sup>40</sup> though I am desirous of extending our business, I feel that the demands are not great enough to warrant<sup>60</sup> carrying our paper beyond our boundaries.

Why not submit your plans to us for our future consideration?<sup>80</sup>

Very sincerely yours, (85)

## Confessions of a Man Who Doesn't Own a Dog

By Burges Johnson  
Syracuse University

(Reprinted in shorthand by permission of the author)

Josh Billings wrote: "There is no man so poor but what he can afford to keep one dog. And I have seen them so poor that<sup>30</sup> they could afford to keep three."

I myself have owned as many as four, but I have owned them one at a time. True, there<sup>40</sup> have been still other dogs that I did not really own which undoubtedly believed that they belonged to me; scrawny,<sup>50</sup> motheaten pups, that established residence on my door mat and followed me at safe distances, wagging<sup>60</sup> propitiating tails.

But it happens that now I do not own any dog. How long this condition may last I cannot<sup>100</sup> say. But during its continuance I possess an oddly critical attitude of mind toward those that do.

I<sup>120</sup> cannot understand, for instance, why my neighbors let their snappy pet live a day longer. Some time he will spoil a<sup>140</sup> friendship, and what is a mere pup compared to a friendly bond between human beings?

I can vaguely remember<sup>160</sup> that once when a dog of mine bit a small piece out of an acquaintance I felt myself deeply incensed against that<sup>180</sup> man. I felt that if the facts were fully known it would be discovered that he had goaded my dog beyond the patient<sup>200</sup> creature's endurance, or that he had unduly tempted it just before meal time. In any case it was not<sup>220</sup> the dog's fault.

But now I see things more clearly; that shivering little canine spider next door snapped at me and I<sup>240</sup> am confident it is the dog's judgment and not my personality that is at fault.

"You've no idea how bright<sup>260</sup> Toto is!" says its owner with gushing enthusiasm. "Why, only the other day we shut her out by mistake,<sup>280</sup> and, would you believe it, she stood up on her hind legs so that her front paws just reached the window sill and she put<sup>300</sup> her little tweetums black nose against the pane and called to us! Now wasn't that bright? Yes, 'oo's' as clever as real folks,<sup>320</sup> isn't 'oo,' Toto precious?"

Aside from the fact that Toto once snapped at me and that she looks like a large boiled rat<sup>340</sup> with the St. Vitus dance, I wish I could testify under oath

that I have seen her waltz into an overturned<sup>360</sup> wastepaper basket and whine to be let out at the bottom because she didn't know enough to turn around and<sup>380</sup> get out the way she went in.

Yes, there were times, I admit, and they may come again, when I buttonholed acquaintances<sup>400</sup> and related instance after instance to prove my dog's intelligence. Yet I like to recall in my own<sup>420</sup> defense that whenever I did own a dog it was a whole one. I was no homeopathist as a dog<sup>440</sup> fancier.

I seem to have acquired in these days a distaste for certain demonstrations of canine affection.

"Why<sup>460</sup> Rover jumped right up and kissed you!" And Rover's owner looks at me admiringly and a bit thoughtfully too, as<sup>480</sup> though discovering in me for the first time qualities she had not hitherto suspected.

I should think he did<sup>500</sup> kiss me. No one knows better than I what a thorough job it was. Heaven help me to feign pleasure or even<sup>520</sup> indifference until I can get to soap and water.

I can remember that once I encouraged my dog to dig.<sup>540</sup> It amused me to pretend I was burying a bone until I had persuaded him to take up the task. But<sup>560</sup> now I see the matter differently.

"Just watch Scotty dig!—isn't he wonderful?"

"But," I protest feebly, "those<sup>580</sup> are my radishes."

"Ah, but the poor dog has so few opportunities. Come here, Scotty. Come right here! He doesn't<sup>600</sup> mind very well today, but usually it's just wonderful the way he minds!"

What is the matter with me? In<sup>620</sup> these disillusioned days a dog is no more than a dog—except in certain cases when he is much less. Ah me,<sup>640</sup> I perceive that I must acquire another great Dane. He at least compels honesty.

If he digs a garden I<sup>660</sup> cannot say, "Perhaps the cat did it." A shell from a 13-meter gun might have done it, but not a cat. If he<sup>680</sup> kisses me on the cheek I either like it or I don't. There can be no such thing as indifference. Yes, I am<sup>700</sup> suffering from "dogophobia." Only the possession of a whole dog will cure me. (716)

## Making a Job for Yourself

From "Keeping Young in Business," by Weiss and Snyder; Whittlesey House, Publishers

(Copyright, 1934, by McGraw-Hill Book Company, Inc.)

For twenty-five years, Mike Pilsudski has waited for all trains, as they stopped near the station round-house, and with a huge<sup>30</sup> hammer tapped the wheels of all cars. Sometimes Mike has had to step lively to finish every wheel without holding<sup>40</sup> up the engineer. But the records showed that not once had Mike failed to make his appointed rounds.

The railroad management<sup>60</sup> decided to pin a medal on Mike for his noble services. No less a personage than the president<sup>80</sup> of the road was to make the actual presentation. Mike was all flustered. So was

the president. But all<sup>100</sup> went well until the president, in a painful effort to create conversation, inquired: "Why do you tap<sup>100</sup> those wheels, Mike? What are you guarding against?"

The story is that Mike couldn't tell. For twenty-five years he had been tapping<sup>140</sup> railroad car wheels conscientiously and meticulously. But no one had ever volunteered to tell Mike<sup>100</sup> the "why" of his job and old Mike had never thought of making inquiry.

That's a hoary story. Very likely<sup>100</sup> it has absolutely no foundation in truth. But if it is fiction it is probably no exaggeration<sup>200</sup> to say that in real life stranger things have been known to happen. There are countless workers in all branches of<sup>200</sup> industry who have never paused to inquire into the routine of their daily business functions.

Like machines they<sup>200</sup> perform a certain task, day in and day out, with no thought of the significance of the job, its possibilities,<sup>200</sup> how it might be done better. They are punching rivet 76 into the frame of a car; it never<sup>200</sup> occurs to them that they are building automobiles. Or they are in charge of account 143; it<sup>200</sup> never dawns on them that account 143 is a live, energetic merchant running a successful<sup>200</sup> business in Podunk. They suffer from myopia of the worst type. They are visionless and hopeless.

There are<sup>200</sup> few jobs, almost irrespective of how automatic the function may be, that do not cloak hidden worlds waiting<sup>200</sup> for discovery. Set out on such a voyage. It is the most youth-creating and youth-recreating adventure<sup>200</sup> imaginable. (384)

## Think On These Things

From "Nuggets"

"There are some folks who can't grow a smile without a wart on it," says Carlyle H. Holcombe. And he adds, "Everything<sup>80</sup> is a hindrance in their pathway, and life is not worth while."

There is something wrong with most of us some of the time, but<sup>60</sup> deliver us from the fellow who registers a frown every time he says "Hello." His blood is stagnant with<sup>60</sup> bile or his liver is overlarge.

Did you ever greet someone, and calling attention to the fine day, have them<sup>80</sup> say, "Yes, but it is a weather breeder; we never have a day like this but what I know it will storm tomorrow"<sup>100</sup> Of course you have.

Recently we met a man on the street, and said politely, "How do you do!" He replied, "Not very<sup>100</sup> good. You see, I have had the rheumatism nigh on to ten years."

We stopped one day to pat a child on the head,<sup>100</sup> and remarked to a friend who was with us, "What a fine boy he is!" After we had passed, our friend said, "I know that<sup>100</sup> family, and that kid is full of the very Old Nick."

We remember calling on a blind woman who from early<sup>100</sup> childhood had not seen a thing. We said:

## Guidance in the BUSINESS of LIFE

Dr. C. O. Davis, Secretary of the School of Education, University of Michigan, writes:

"Last year the first book of ZuTavern and Bullock's *THE BUSINESS OF LIFE* came to me. It gave me great pleasure to speak of the text before a large number of my field course centers. I told the superintendents and principals in that course that there would be a second book.

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"How are you enjoying yourself these days?" She said: "Just fine, thank you. This has been<sup>200</sup> such a lovely day. I listened to the birds this morning, and it seemed that they never sang so sweetly, and the breeze<sup>200</sup> that came into my room was so refreshing, and the world seems so happy today."

It is written: "If there be any<sup>200</sup> virtue, if there be any praise, think on these things." (249)

## Hold That Note!

By Matt Taylor

Reprinted from the November, 1934, issue of the "American Magazine" by permission of the author and publishers.

(Continued from the October issue)

We lost the Grimes Hall game by the score of 32 to nothing. Mr. Lugburn was<sup>2000</sup> very decent about it. "Our first game," he said consolingly. "We didn't get going."

He wasn't quite so gracious<sup>2000</sup> after the St. Grace-by's game the following week. "Forty-two to six is a large score," he said sharply. "We'll have<sup>2000</sup> to do better."

I put forth my best efforts against Chugger Mil-

ary. I sat up late over diagrams,<sup>2040</sup> evolving weird crossbucks and triple laterals. I fully expected to win.

The final score was 54<sup>2000</sup> to 7. I was walking gloomily from the field when a boy called after me. Mr. Lugburn, he said, wanted<sup>2000</sup> to see me in his office.

I presented myself, prepared for anything. But Mr. Lugburn was not alone.<sup>2100</sup> A tall young man with a thin-line mustache sat looking at me with a superior smile.

"Mr. Webb," said my<sup>2120</sup> principal, his small eyes snapping, "meet Mr. Church of the Willows School. Mr. Church has a suggestion. I want you to<sup>2140</sup> hear my answer."

I bowed politely.

"Our friend Church thinks that in view of the record made by our team this year we should<sup>2160</sup> meet next Saturday, not the Willows School first team, but the Willows School second team."

Mr. Church smiled blandly. "A more<sup>2180</sup> equal contest, don't you think?" he said.

"And my answer is this," Mr. Lugburn went on, his voice rising: "We will play<sup>2200</sup> his first team as scheduled, although we doubt if it will be an equal contest. We feel we shall have such a superior<sup>2220</sup> team by next Saturday that it will be a runaway. Do you agree, Mr. Webb?"

"I—I—of course, sir,"<sup>2240</sup> I answered feebly.

"Very well," snapped Mr. Lugburn, "that will be all."

I sat up late that Saturday night, thinking.<sup>2300</sup> In vain did I try to console myself with the thought of my singing classes. The upper grades chorus, led by the<sup>2320</sup> tenor voice of Tommy Delaney, our quarterback, compared favorably with the *Yunger Schweitzer Lederbund*.<sup>2340</sup> Especially was I proud of *Chalmond Dear Foreter*, which was my own arrangement of an old Swiss melody.<sup>2320</sup> In this, the chorus started on a rousing fortissimo and thundered to an abrupt rest. Whereupon Tommy<sup>2340</sup> carried on the solo part, his young voice rising to the climactic note. When he came to the phrase "We'll die, we'll gladly<sup>2360</sup> die-e-e-e for Chalmond," the whole room was breathless. It was a thrilling, stirring, overpow-

ering note. Mr. Lugburn, when<sup>2380</sup> he heard it the first time, even referred to it as blood-curdling.

"A Sioux Indian's interpretation of a<sup>2400</sup> yodel, I presume?" he said coldly, after he had raced from his office to investigate.

But there was small<sup>2420</sup> consolation in considering my singing triumphs. I could not ignore my football failure. In justice to Mr.<sup>2440</sup> Lugburn, there was only one thing to do. Sunday evening I called on Miss Case.

"Miss Case," I said simply. "I am<sup>2460</sup> defeated."

"No," she answered pleasantly: "not until next Saturday."

"I came to Chalmond," I went on, "as a<sup>2480</sup> capable teacher of singing. But I knew nothing at all about football."

"You astound me," she murmured.

"All my life,"<sup>2500</sup> I explained, "I was forced to live abroad. Yet I thought I could fit into the American scene, I vents," I added<sup>2520</sup> slowly, "have proved otherwise."

She watched me closely. "You really take things pretty seriously, don't you?"

"In itself,"<sup>2540</sup> I answered, "the football is nothing. But it is a symbol. I don't fit. Therefore I am about to resign."<sup>2560</sup> I will recommend you to succeed me as coach. Perhaps, in a week's time, you may at least save us from disgrace. Unless,"<sup>2580</sup> I added with a feeble smile, "you object to coaching a team to beat Mr. Church's school."

She turned solemn.<sup>2600</sup>

"I've never seen how he takes a licking," she murmured. "He's always sitting tight on top of the world." She stood up. "Coach,"<sup>2620</sup> she said, "I accept on one condition. You will not resign. Mr. Lugburn leaves tomorrow for a convention.<sup>2640</sup> You will appoint me your assistant and I will do what I can. Mr. Lugburn need not be told."

"You are kind," I<sup>2660</sup> said, "but I have failed."

"No," she answered grimly; "not until next Saturday." . . .

She stood beside me as the boys trooped out<sup>2680</sup> the next afternoon. I waited until they had gathered round.

## HISTORIC

President Grant's strolls "up the Avenue" to the old Willard are memorable . . . Leaders of today's affairs find themselves again the center of National events at the modern Willard—modern in appointments—moderate rates—old in tradition.

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All Gregg Representatives Stop Exclusively at The Willard in Washington.

"Men," I announced, "Miss Case will take over."  
She stepped forward.<sup>8700</sup> Her eyes moved over the eager young faces.

"Listen, fellers!" she said sternly. "We've got a tough week ahead. But<sup>8700</sup> we're going to pull through." She picked up the ball at her feet. "Let's see some o' the ol' ginger!" she said.

I watched how<sup>8740</sup> eagerly they clustered about her in the center of the field. Then I sighed and moved away. I could hear her voice and<sup>8760</sup> the blast of her whistle. . . . "Not like that, Muggsy! Lower. Lower and harder. . . . New cut inside, for Pete's sake! . . . Oh, where were<sup>8780</sup> you Eddie? Why didn't you take him out? . . . All right. Same play."

I moved on. Of what use, I thought, was a teacher of choral<sup>8800</sup> singing in such a game? Indeed, of what use is he in any way at all? I was in the land of my birth,<sup>8820</sup> but I did not belong. Where could I fit in?

I stopped dead still. Something startling flashed across my mind at that instant.<sup>8840</sup> Perhaps I could accomplish something.

The next morning, at singing class, I surprised the combined Fifth and Sixth grades with<sup>8860</sup> my opening remarks. "Listen, boys and girls!" I said sternly. "We have a tough week ahead. But we're going to pull<sup>8880</sup> through." I tapped my stick on the desk. "Let us see some of the old ginger!" I said. . . .

At the end of the first half of the<sup>8900</sup> Willows game the score was 27 to nothing against us. Miss Case had improved our team, but she could work no<sup>8920</sup> miracles in a week.

The referee's whistle ended the half, and Miss Case arose.

"Come on," she said curtly, and<sup>8940</sup> we headed for the locker-room.

"Do you not feel," I asked cheerfully, "that organized singing at our games would build<sup>8960</sup> up our team's morale?"

"This isn't college," she answered gruffly. "Besides, there's no grand stand."

"A choral group," I said<sup>8980</sup> eagerly, "could be led up and down the side lines."

"Well, next year, perhaps," she said.

"Not next year," I answered, my voice trembling<sup>9000</sup> with excitement. "Next half, Miss Case. I have my singing section all ready. I have been saving it for the<sup>9020</sup> psychological moment. A rousing song, well sung, inspires—"

"Anything you say," she interrupted. "Will you come inside<sup>9040</sup> and help me talk to the kids?"

But I waited outside. I heard her voice coming through the open windows of the locker-<sup>9060</sup>room as she addressed the team. In ten minutes they trotted out, their eyes glowing. I touched Miss Case's arm.

"I'm sorry,"<sup>9080</sup> I said pleasantly, "but Tommy Delaney cannot play this half."

She gave me an amazed look. "Why not?"

"Because,"<sup>9100</sup> I explained, "I need him for my chorus."

"Chorus?" she gasped. "Do you mean to say—"

"I have built everything around<sup>9120</sup> his voice."

"Y-y-you're taking out our quarterback so that he can sing?"

"Surely you must realize," I said, "that he<sup>9140</sup> cannot sing from the field?"

"You," said Miss Case, looking me squarely in the eye, "are a lunatic, after all! If you<sup>9160</sup> do this, I quit here and now!"

"That," I answered, equally firm, "will be too bad. Because I am determined to show<sup>9180</sup> that I am of some use somehow."

She looked at me a moment. Her eyes softened. "I'll stick," she said.

I smiled appreciatively.<sup>9200</sup> Forty of the school's best voices clustered about me on the side lines. Tommy Delaney, looking none<sup>9220</sup> too pleased, came over from the players' bench.

But the half started before we were ready. Our boys received and tried twice<sup>9240</sup> to gain. Our full-back was dropping back to punt as I raised my wand. The opening words of *Chalmond Dear Forever*<sup>9260</sup> swept across the field. I saw our boys grin at the familiar tune. The Willow boys, however, did not grin. They stared<sup>9280</sup> wide-eyed.

The punt sailed through the air. And so did Tommy Delaney's voice as he sang the solo part. The ball drifted<sup>9300</sup> down the side lines, almost in front of us. And just as the Willows quarterback was about to catch it, Tommy reached<sup>9320</sup> the "We'll die-e-e-e" part. The note rose, cracked, splintered. The boy in the field, I thought, looked strangely terrified. The<sup>9340</sup> next thing I knew, the ball bounced from his arms. One of our team seized it and raced for a touchdown.

I was determined to<sup>9360</sup> finish the chorus, but an angry plucking at my sleeve interrupted. I turned and gazed into the glowering<sup>9380</sup> face of Headmaster Church.

"What is this?" he demanded fiercely.

"This," I answered proudly, "is my own arrangement of<sup>9400</sup> an old Swiss milking song known as *Schoenes, Schoenes Edelweiss*."

Mr. Church turned purple. "I protest!" he roared.

"Protest?"<sup>9420</sup> For what reason? Is it not permissible to spur on one's men? In all the German universities—"

"This is<sup>9440</sup> no German university!" he cried.

"It's a game between young schoolboys, and they're not used to being screeched at!"

Miss<sup>9460</sup> Case was at my side by this time. She



joined right in. "Nothing wrong with a little song, Ed," she said.

The Willows coach appeared.<sup>6400</sup> The four of us were talking at once when Mr. Church pointed to the field and cried, "Look!"

I turned to see our halfback<sup>6400</sup> fumble. He was racing across the field directly at my chorus when it happened. Fortunately, he<sup>6400</sup> recovered the ball himself.

Mr. Lugburn materialized from nowhere. "You're rattling our own team!" he cried.

"Serves him<sup>6400</sup> right," sneered Mr. Church.

But I would not give in. It was my last chance to vindicate myself. "Singing," I said weakly<sup>6400</sup> "renews fading courage."

Miss Case touched my arm. She led me and Mr. Lugburn to one side. "I think," she said, "everything<sup>6400</sup> will be all right if he sticks to songs our boys are familiar with." She looked meaningly at Mr. Lugburn.<sup>6400</sup> "Such as that first one," she said.

"Right!" cried Mr. Lugburn. "The one where Tommy Delaney lets out that hair-raising whoop!"<sup>6400</sup>

"Whoop?" I said coldly.

Mr. Lugburn slapped me on the back. "You know what I mean, old fellow," he said. "Keep on singing<sup>6400</sup> it."

So we sang. I led my little group of choristers up and down the side lines, following the line of scrimmage.<sup>6400</sup> We gave them, almost exclusively, *Chalmond Dear Forever*. Time and time again Tommy Delaney's voice rose, howling<sup>6400</sup> defiance in that one shrill note.

The game, so far as I could see, was going our way. The Willows team seemed to<sup>6400</sup> have lost their assurance. They became confused in their signals; they argued and quarreled on the field. Once, just when Tommy<sup>6400</sup> was singing "We'll die-e-e-e-e" the Willows quarterback tackled the Willows halfback when the boy had a<sup>6400</sup> clear field ahead of him. The next time we reached that particular point in the song, a Willows end caught a forward<sup>6400</sup> pass and ran in the wrong direction with the ball almost to his own goal line.

There was time-out on the field when I<sup>6400</sup> saw Miss Case arise from the bench and move determinedly toward me.

"There are three minutes left to play," she announced.<sup>6400</sup>

"And the score?" I asked.

"We have sung our way to four touchdowns," she answered dryly, "but we missed three points after each touchdown.<sup>6400</sup> The score is 27 to 25 against us. It's time to stop kidding."

My eyebrows went up. "Kidding?"<sup>6400</sup>

"The songfest is over. We have got to start playing football again, if we want to win. I need Tommy Delaney."<sup>6400</sup>

"I need him here," I answered.

Tommy himself stepped forward, his face pale and anxious. "Aw, Mr. Webb," he pleaded, "couldn't<sup>6400</sup> I—couldn't I do both, somehow?"

I stared a moment. Then I had a brilliant thought.

"By George," I exclaimed, "you can<sup>6400</sup> lead the charge with a song on your lips!"

Miss Case had already grabbed his arm. "Come on, Tommy!" she said. "A wide end run.<sup>6400</sup> And stay with your interference."

I grabbed his other arm. "A rousing yodel, Tommy," I said. "A good song has won<sup>6400</sup> many a game."

We watched tensely. We saw Tommy, after reporting to the referee, stun every one of<sup>6400</sup> the twenty-one small boys in the field by breaking into song. He forgot to call signals. His own line and the Willows<sup>6400</sup> line were upright on their feet, staring wide-eyed at the yodeling quarterback, when the center, in his nervousness,<sup>6400</sup> passed the ball. Tommy took it. Still in good voice, he moved past the Willows line as though they were all statues. It was only<sup>6400</sup> the secondary defense who recovered in time. Tommy eluded them one by one, until there was only<sup>6400</sup> the safety man between him and the goal. It was nip and tuck for a moment. Then Tommy, taking a leap and<sup>6400</sup> a grace note at the same time, was past him. He planted the ball behind the white line and turned to face the field for his<sup>6400</sup> final, lingering yodel. It was a magnificent finale. The game ended after the next kick-off.

Miss<sup>6400</sup> Case walked with me down the corridor toward Mr. Lugburn's office.

"You're a sap," she said curtly, "if you say anything."<sup>6400</sup>

"Mr. Lugburn," I answered, "shall hear the truth. You coached the team."

The door of the office was open. Mr. Lugburn<sup>6400</sup> was inside, facing us. But he did not see us. He was too busy shaking his finger under the nose of<sup>6400</sup> Headmaster Church.

"I consider you, sir," cried Mr. Lugburn, "an out-and-out welcher. The bet was clearly stated."<sup>6400</sup>

"If you think," Mr. Church cried back, "that I am going to pay over ten dollars because you out-yodeled us—"

"Where<sup>6400</sup> in the rule book," demanded Mr. Lugburn, "is a yodeling quarterback outlawed?"

The headmaster waved both arms. "Besides,"<sup>6400</sup> he cried, "if it hadn't been for that singing half-wit of yours marching up and down the side lines like Sousa's<sup>6400</sup> band—"

I stepped forward. "I believe you are referring to me?"

"I am," he cried. "And I'd like to bash in your nose if<sup>6400</sup> you'll take off your glasses!"

I took them off. I threw them to the floor. But I was too excited to hear the crash. I<sup>6400</sup> blocked one of Mr. Church's blows and landed three of my own in rapid succession. He staggered back and then sank<sup>6400</sup> to a sitting position on the floor.

Mr. Lugburn gave a sort of whoop. He leaned far over the desk. "Keep the<sup>6400</sup> ten spot, Church!" he said. "I've been paid."

I bestowed upon my fallen foe a withering glance.

"Next year," I told him, "we<sup>6400</sup> will play the Wil-

lows School second team. A more equal contest, you know."

With a bow to Mr. Lugburn, I offered<sup>800</sup> my arm to Miss Case. Together we walked slowly down the corridor.

"Well," she said softly, "you didn't resign."

"No,"<sup>800</sup> I said thoughtfully, "I didn't."

"Still think you don't fit?" she asked.

"Quite to the contrary," I said, "I seem to feel quite<sup>800</sup>—quite—" She was smiling up at me.

"Miss Case," I said, "if you are not otherwise engaged this evening—"

"Sure you're up to<sup>800</sup> it this time?" she asked.

"My knuckles are slightly scraped," I answered, "and I cannot see so well, at a distance, without<sup>800</sup> my glasses."

I felt her lean closer. "I wouldn't let that worry you," she said softly.

I had a feeling that I<sup>800</sup> definitely belonged. (5464)

## Actual Business Letters

*From the winning set submitted in the last Gregg News Letter contest by Alice Faircloth Barrie, Ambassador Secretarial School, Boston, Massachusetts*

Philip Williams & Sons Company

Rittenhouse Square

Philadelphia, Pennsylvania

Gentlemen:

Using<sup>90</sup> good bags—

is like stepping up to the plate with a bat in your hand. You are absolutely certain of attention.<sup>40</sup>

Whatever your product may be, certainly it is worthy of adequate, careful covering.

Shipments or<sup>90</sup> deliveries arriving at destination carefully packed in Burlap or Cotton Bags are bound to create<sup>90</sup> favorable comment in the mind of your customer.

There is a good bag for every purpose.

And, whether you<sup>100</sup> use Friedman Bags, or some other kind, we are always glad to give you the benefit of our experience, gained<sup>100</sup> over a period of thirty-eight years in the manufacture of bags.

Let us help you solve your Bag problems.<sup>100</sup> Just phone or, write us and our man will call. No obligation to you, of course.

Yours sincerely, (156)

Mott Plumbing Company

852 Marshall Street

Winfield, Kansas

Gentlemen:

"Something different!"

That's<sup>90</sup> what the whole world is looking for. We are all living ahead of ourselves. Wearing summer hats in winter; winter<sup>90</sup> hats in summer. Going South in the winter and North in the summer.

The universal craving is "something<sup>90</sup> different!"

Now you'd never dream that this desire for

something different would affect so prosaic a line of<sup>90</sup> business as ours—Machine work!

Well, it does. Yes, sir!

Hardly a day passes that someone with an idea does not call<sup>100</sup> on us for help in perfecting "something different"—something unusual in the line of a Die, a Tool, or<sup>100</sup> a Fixture.

It's not boasting when we say—they can't come too different, too unusual for us.

Just try us and see for yourself.

Cordially yours, (140)

## By Wits and Wags

### Where Was She?

"Where have you been for the last four years?"

"At college, taking medicine."

"And did you finally get well?" (18)

### A Still, Small Voice

Teacher—I'm tempted to give you a test today.

Pupil in rear—Yield not to temptation. (16)

### Official Dissent

"Judge, I'm down and out."

"Maybe you're down," said the judge, "but not out. Six months." (12)

### Honk! Honk!

"Lady," said the policeman, who had motioned her to stop, "how long do you expect to be out?"

"What do you mean by<sup>90</sup> that question?" she demanded indignantly.

"Well," he replied sarcastically, "there are a couple of thousand<sup>90</sup> other motorists who would like to use this street after you get through with it." (54)

### At Symphony Hall

"Well, did you enjoy the concert? Which piece of music did you like best?"

"Oh, that jolly thing by—er—what's his name? Doorknob,<sup>90</sup> wasn't it?"

"Doorknob? Who do you mean? They played Beethoven, Wagner, Handel—"

"That's it, Handel! I knew it was something<sup>90</sup> you caught hold of!" (44)

### Young Fry

Tommy wore a perplexed look.

"What's wrong?" asked his father.

"I was just wondering, daddy," replied the boy. "Is a chicken<sup>90</sup> three weeks old big enough to eat?"

"Why, of course not, my boy," came his father's smiling response.

"Then how does it live?"<sup>90</sup> asked Tommy. (42)



# Editorially Speaking

**H**ENRY WARD BEECHER used to say that the "fall is the spring-time of the year."

We sincerely hope that each of you is back at his job attacking his daily program with new energy, new inspiration, and new enthusiasm.

There are great possibilities for achievement in the field of commercial education. The problems are many and difficult and cannot be solved by a few working alone. Let us all do our share in the classroom, through the columns of our professional magazine, and at our teacher-association conventions. By every kind of measure we forged ahead last year, and the new year must find us increasing our efforts to improve business education.

## *Private Schools Extend Courses*

Announcement has been received from the Rochester Business Institute of the registration by the state education department of the State of New York of two-year college courses in business administration and accountancy, secretarial practice and accountancy, and retail merchandising offered by that institute. Full college credit can now be granted students who complete these courses.

It is gratifying to note the increase in the number of private business schools who have received official state approval in the field of higher education. The exceptional growth in recent years of secondary commercial departments and collegiate schools of commerce appears to have stimulated rather than retarded the progress of the better type of private business school. Scattered across our continent is

an ever-growing number of private institutions, staffed by faculties who are making significant contributions to the content and methodology of business training. A certificate of graduation from the collegiate department of one of these institutions stands for above-the-average mastery of the principles of business and their accompanying skills.

Private and public—the one complements the other—both are working for a common goal: the educating of the youth of America to conduct the business affairs of this nation wisely and to be wholesome leaders and staunch defenders of social and civic right-living.

## *Bookkeeping Problems*

Many requests have come to us from our bookkeeping teacher friends to run a monthly bookkeeping problem contest similar to the Frailey business letter contest. The pedagogic value of this type of contest is unquestioned, and the B.E.W. is glad to announce that the November issue will contain a bookkeeping problem, submitted by Milton Briggs, of the New Bedford (Massachusetts) High School.

We hope that his problem will mark the beginning of another popular series.

## *A Personality Contest*

Many worth-while projects in personality development are being conducted by commercial educators. Classroom plays, short courses in how to be interviewed (conducted by local personnel directors), demonstrations followed by teacher and pupil discussion—these and other activi-

ties are slowly but surely gathering together a body of content and a method of procedure that will result in the general adoption of a much-needed course in personality development to round out the business training that lacks only this course to enable it to achieve the desired objectives.

L. A. Orr, of the Grant Community High School, Ingleside, Illinois, has made a practical contribution to this subject. Two years ago he organized a state personality contest. It was so successful that it was repeated in April of this year. It merits reproduction in other states, and we have asked Mr. Orr to explain in a forthcoming issue of the B. E. W. the plan and the method of conducting the contest.

### ***May We Send You a Check for \$50?***

The B. E. W. is of the strong opinion that there are rich deposits of pedagogic gold in the classrooms of this country that should be mined and circulated throughout the commercial-education markets. Hundreds of successful teachers are so busy doing a thorough job of teaching that they have little time to tell others what they are doing. Yet, if their experiences were set down on paper and made available for general reading, what an invaluable contribution to commercial education those experiences would be!

Some way must be found to put those experiences in circulation. We have the medium—the B. E. W. We have an eager body of readers—many thousands of them. We have classrooms crowded to the door with pupils whom we must train to run the business of this country—and run it successfully.

Let us take the necessary time from our teaching schedules and talk over our pedagogic problems, sharing with one another those things that we haven't learned from

books, but that have helped us to improve our teaching.

To encourage immediate action, the B. E. W. announces an essay contest open to anyone interested in the improvement of commercial education, except the employees of the Gregg Publishing Company. You may select your own subject and discuss it from whatever angle you desire. Three cash prizes will be awarded—first prize, \$50; second prize, \$25; third prize, \$10. The rules are simple:

1. The word length, which should not exceed 1,500 words, should be stated in the upper right-hand corner of the first page of the essay.

2. Place your name, home address, school, school address, and your professional title in the upper left-hand corner of the same page. If you are not connected with a school, your name and home address will be sufficient.

3. Type on one side of the paper only, using double space and generous margins.

4. The last page must carry a statement to this effect: "This essay is original," followed by your signature.

5. All essays submitted become the property of the BUSINESS EDUCATION WORLD, as a condition for their acceptance in this contest.

6. The essays will be judged on the following basis:

Thought Content .....	70%
Writing Style .....	20%
Neatness .....	10%
Total .....	100%

7. The contest closes December 1, 1936. No essays bearing a postmark later than this date will be accepted.

8. Mail essays flat to Essay Contest Editor, the BUSINESS EDUCATION WORLD, 270 Madison Avenue, New York, New York.

The judges of the contest will be Herbert A. Tonne, Assistant Professor of Education, New York University; Louis A. Rice, Vice Principal, The Packard School, New York City; and Clyde I. Blanchard, Managing Editor, the BUSINESS EDUCATION WORLD. Their decisions will be final.

The winning papers will be published in the January, 1937, and subsequent issues of the BUSINESS EDUCATION WORLD.

Remember the closing date, December 1, midnight!

# Editorially Speaking

**"A** MOVEMENT that causes six million adults to visit the schools, carries a message concerning the schools to ten million laymen, and calls forth special proclamations from more than thirty-five governors is a project in educational interpretation which challenges the attention of the entire profession. American Education Week, sponsored by the National Education Association in cooperation with the United States Office of Education and the American Legion, achieved these results in the 1935 observance.

"Plans are nearly completed for the sixteenth annual observance, November 9-15, 1936. *Our American Schools at Work* has been selected as the general theme. Every school system in America can adopt this theme, as well as the daily topics, to its own situation."

So runs an announcement in a recent issue of the *Journal of the National Education Association*. We hope that this movement will do *more than challenge* the attention of commercial teachers. The faculty and students of the commercial department in every school having such a department should *plan to participate* intelligently and energetically in each day's program throughout American Education Week.

Business education has a contribution to make. Let that contribution be worthy of the importance of our educational responsibilities.

## *Let Us Rededicate Ourselves*

The sooner everybody receives a fundamental training in common business sense and learns how to earn a living and spend his earnings wisely, the sooner will this nation function as a government of

the people, for the people, by the people

In a recent bulletin issued by the United States Office of Education, Commissioner Studebaker urges that all young people be taught how to earn a living:

One of the primary concerns of organized education is to provide young people with abilities of marketable value.

I believe that modern organized education means preparing learners to earn a living, to enjoy life, and cooperatively to contribute through democratic processes to the general welfare. Training in vocations is essential to this triple purpose of education.

There is little joy in the mere acquisition of knowledge, if one's learning is not such as to enable him to get a job. The depression has certainly taught us that without a job there is little happiness in life. We must keep the school curriculum in tune with the rapid changes in occupational life. We must not be content with dispensing the facts of ancient history, the tricks of quadratic surds, and the finesse of split infinitives. Such facts alone never got anybody a job.

## *In High Places*

In the field of school administration, recent appointments are indicative of an awakened realization on the part of school officials of the qualifications of commercial educators for administrative positions. Witness the appointment of Harry I. Good, associate superintendent of the Buffalo public schools; and William R. Odell, director of instruction for adult and secondary education in the Oakland public schools; and Ivan E. Chapman, supervising director of the Detroit high schools; and Vierling Kersey, superintendent of the Los Angeles public schools—all former commercial teachers. Commercial education has come into its own.

## Not Only How But Why

Because of the present unusual interest that has been aroused in the teaching of shorthand by the proponents of different methods, it is timely that we examine and compare student objectives with teacher objectives and see wherein they differ.

Many teachers hold that the stenographer need not know why he writes a shorthand outline as he does; he need know only *how* to write shorthand at the requisite speed.

Regardless of whether the stenographer needs to know why words are written as they are in shorthand, the teacher of that stenographer must know why. Omit, if you wish, the teaching of rules, the discussion of the points of theory involved, and the analysis of exceptions when you are training stenographers. But when you, yourself, are preparing to be a teacher of shorthand, this omitted content must be restored, or else you will lack that professional mastery of your subject which is essential to the engendering of confidence and the efficient instruction of others.

A thorough knowledge of the system must precede any instruction in the teaching of the system. This is especially true in regard to the teaching of elementary shorthand. Without this knowledge, methods have no foundation upon which to rest. Admission to shorthand methods courses should be limited to those who have mastered the theory of shorthand and have also acquired a practical writing speed of at least 100 words a minute. The adherence to this prerequisite necessitates the teaching of the principles and rules of shorthand in teacher-training institutions.

Experimentation in the simplification of the learning of shorthand has not had an altogether beneficial effect upon the training of shorthand teachers. Without lessening our interest in the improvement of the training of shorthand students, it is possible for us to increase our interest in

bettering the training of the shorthand teacher. The two must go hand in hand.

Let us see more tangible results in the improvement of our content and methods courses for shorthand teachers. To encourage higher standards in this training, the B.E.W. will publish from time to time this year messages to shorthand teachers-in-training from some of our leaders.

## Rubber Checks

How often lately have we wished that the pages of the B.E.W. had one quality of rubber checks—*stretchableness*. So many good things are crowding upon each other's heels to get to our readers. Here are some of our latest scoops:

A monthly bookkeeping problem contest, *a la* the Frailey Business Letter Contest. See page 196.

Business education in pictures. See pages 193-195.

We compete with *Readers Digest*. We hope you have read "Streamline Your Mind" in the July issue of that magazine. The author is James Mursell, of Teachers College. Page 157.

Latin in business! This one is for the ladies. Turn to page 201.

"Going, going, gone" is an appropriate theme song for the article on page 166; but "Coming, coming, coming," is our theme song for the December B.E.W. In addition to all the good things that we are carrying over in our continued series of articles and departments, we give you:

A smashing attack on metronomic rhythm, with all the inside facts told for the first time, by Harold H. Smith.

A scholarly message from the president of the N.E.A., Orville C. Pratt, Superintendent of Public Instruction for the City of Spokane, to commercial teachers—one of the largest groups within the N.E.A.

Don't forget the essay contest announced on page iv of the October B.E.W. Closing date, December 1. First prize, \$50; second prize, \$25; third prize, \$10. Any commercial teacher may compete.